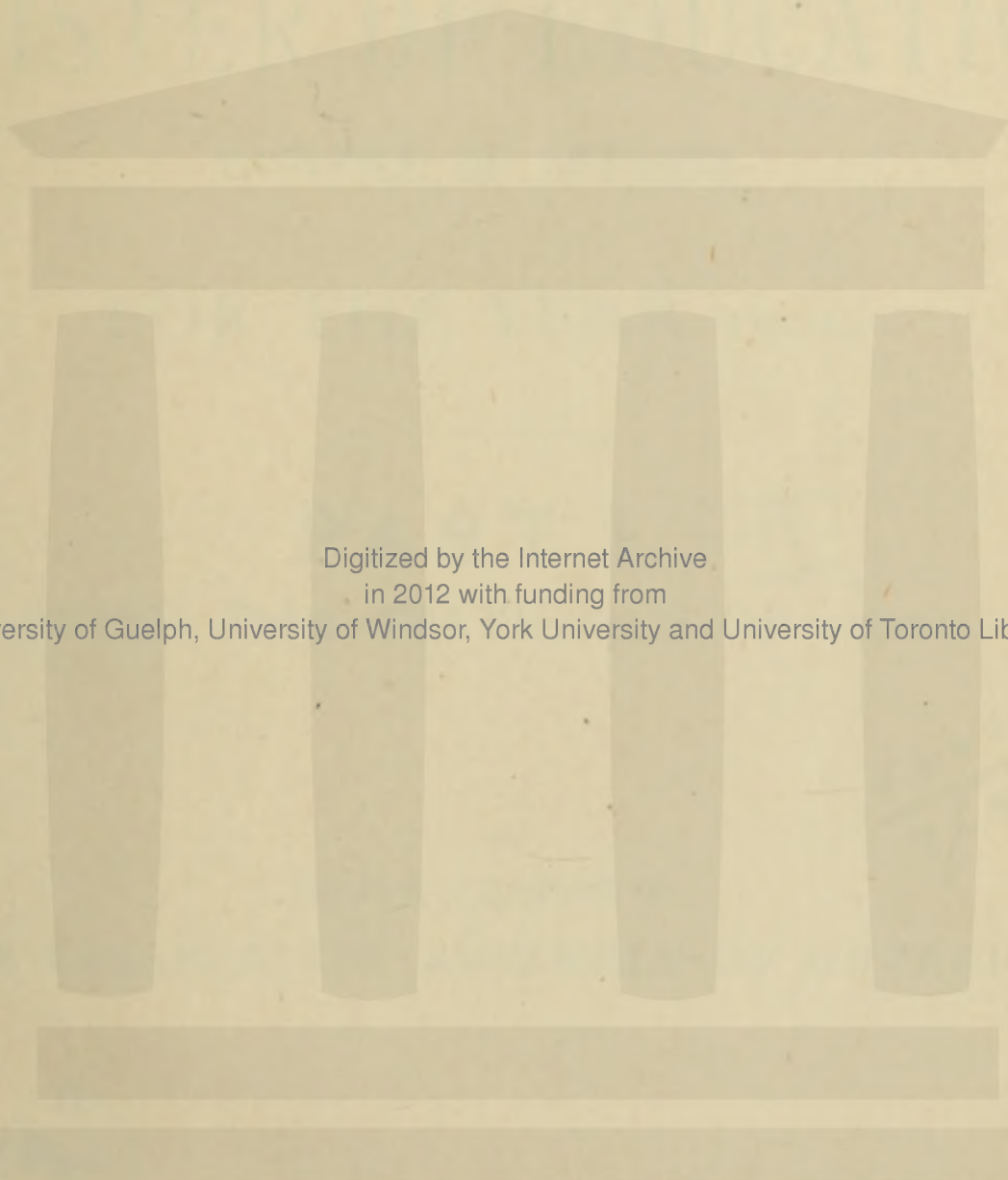


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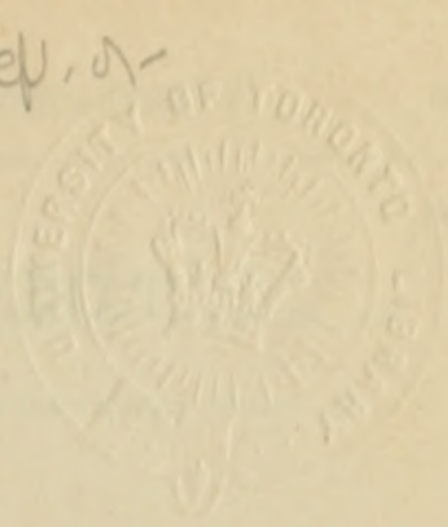
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REPORT

OF THE

MINISTER OF EDUCATION,

PROVINCE OF ONTARIO,

FOR THE YEAR 1901.

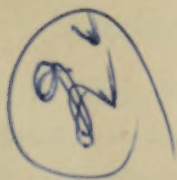
PART I. — II

(WITH THE STATISTICS OF 1900.)

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7/4/02

PRINTED BY ORDER OF

THE LEGISLATIVE ASSEMBLY OF ONTARIO.



TORONTO:

PRINTED AND PUBLISHED BY L. K. CAMERON.

Printer to the King's Most Excellent Majesty.

1902.

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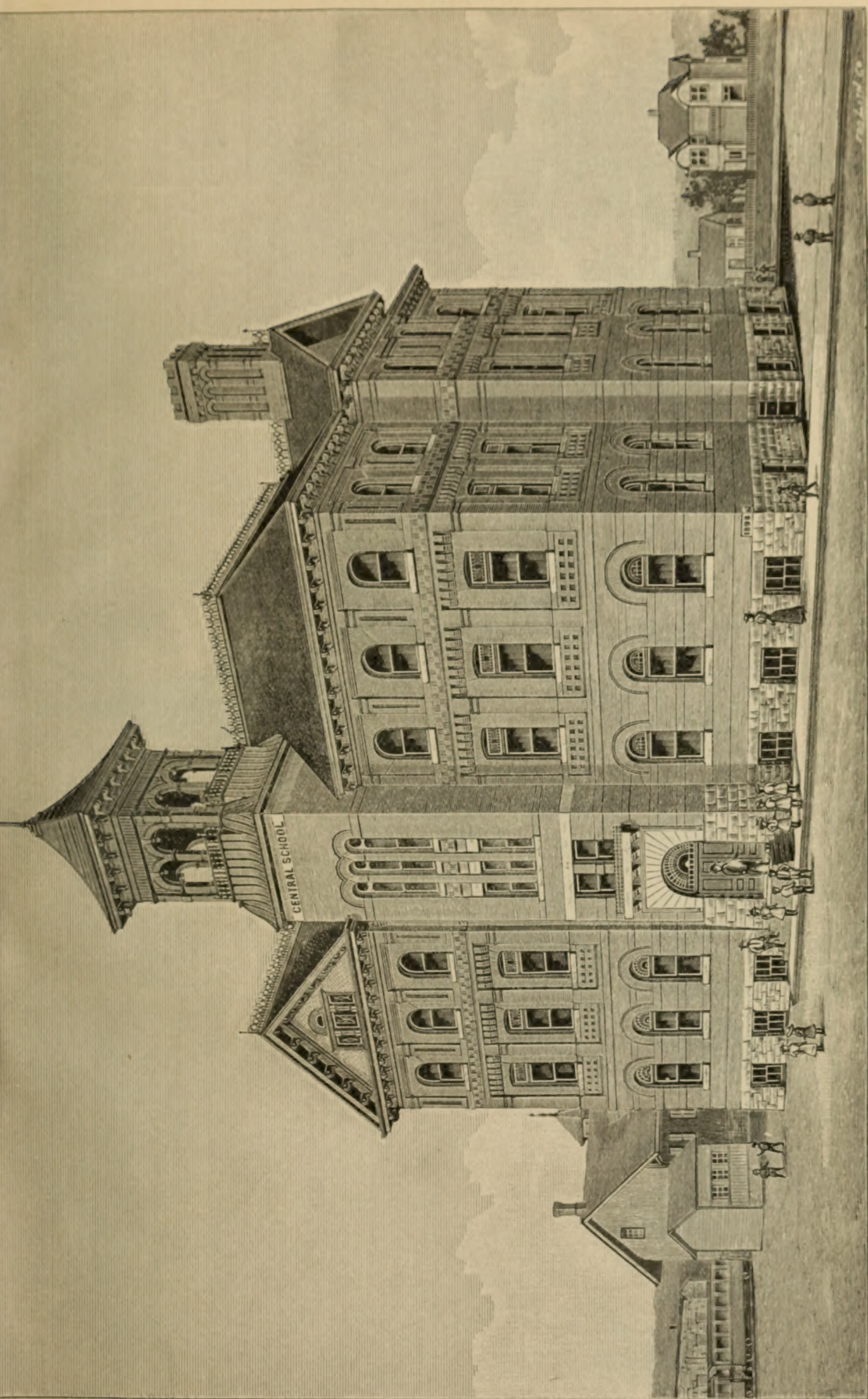
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RAT PORTAGE CENTRAL PUBLIC SCHOOL.



FORT WILLIAM CENTRAL PUBLIC SCHOOL.

GENERAL REPORT, 1901.

EDUCATION DEPARTMENT.

MINISTER OF EDUCATION :

HON. RICHARD HARCOURT, M.A., K.C.

DEPUTY MINISTER OF EDUCATION :

JOHN MILLAR, B.A.

H. M. Wilkinson,	-	-	-	-	-	-	Senior Clerk and Accountant.
H. R. Alley,	-	-	-	-	-	-	Clerk and Minister's Secretary.
A. C. Paull,	-	-	-	-	-	-	Senior Clerk.
Thos. J. Greene,	-	-	-	-	-	-	Clerk.
E. A. Faulds,	-	-	-	-	-	-	"
Allen Ker,	-	-	-	-	-	-	"
T. F. Callaghan,	-	-	-	-	-	-	"
R. J. Bryce,	-	-	-	-	-	-	"
F. Woodley,	-	-	-	-	-	-	"
Miss E. H. Brown,	-	-	-	-	-	-	Stenographer.
R. H. Macomb,	-	-	-	-	-	-	"
L. McCorkindale,	-	-	-	-	-	-	Caretaker.

Departmental Examinations.

Wm. Pakenham, B.A.,	-	-	-	-	-	Registrar.
J. T. R. Stinson,	-	-	-	-	-	Senior Clerk.
F. N. Nudel,	-	-	-	-	-	Secretary to Board of Examiners.
W. W. Jeffers,	-	-	-	-	-	Clerk.
S. A. May,	-	-	-	-	-	"

Public Libraries, Art Schools, &c.

S. P. May., M.D., C.L.H.,	-	-	-	-	-	Superintendent.
Wm. Lemon,	-	-	-	-	-	Clerk.

Library and Museum.

J. George Hodgins, L.L.D.,	-	-	-	-	Librarian and Historiographer.
David Boyle,	-	-	-	-	Curator of Museum.
Miss J. M. Crooks,	-	-	-	-	Assistant Librarian.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1901,

PART I

WITH THE STATISTICS OF 1900.

TO THE HONORABLE SIR OLIVER MOWAT, K.C.M.G.,

Lieutenant Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOR:

I herewith present Part I. of the Report of the Education Department for the year 1901, with the statistics for the year 1900.

SUMMARY OF STATISTICS.

**Elementary Schools.*

Number of Public Schools	5,655
Increase for the year	1
Number of Roman Catholic Separate Schools	355
Increase for the year	3
Number of Protestant Separate Schools	7
Number of Kindergartens	120
Number of teachers	250
Number of Night Schools	12
Number of teachers	21
Amount expended for Public School Houses (sites and buildings)	\$359,138
" " Public School teachers' salaries	\$2,809,246
" " all other purposes	\$1,060,148

* The Curriculum of Elementary Schools embraces the following subjects: Reading, Writing, Arithmetic, Composition, Drawing, English Literature, Geography, Music, Grammar, History, Physiology and Temperance, Drill and Calisthenics, Bookkeeping, Algebra, Geometry, Botany, Elementary Physics, Agriculture.

Total amount expended on Public Schools	\$4 228,532
Increase for the year	\$208,484
Number of persons in the Province between the ages of 5 and 21	580,105
Decrease for the year	6,245
Number of registered pupils of all ages in the Public Schools during the year	420,097
Decrease for the year	9,130
Average attendance of pupils in the Public Schools during the year	237,306
Decrease for the year	6,019
Number of pupils in Roman Catholic Separate Schools	42,397
Increase for the year	601
Average attendance of pupils in Roman Catholic Separate Schools	25,875
Increase for the year	108
Number of pupils in Protestant Separate Schools	416
Decrease for the year	25
Average attendance of pupils in Protestant Separate Schools	238
Decrease for the year	8
Number of pupils attending Kindergartens	11,234
Decrease for the year	28
Average attendance of pupils in Kindergartens	4,639
Decrease for the year	62
Number of pupils attending Night Schools	795
Decrease for the year	231
Average attendance of pupils at Night Schools	165
Decrease for the year	97
Percentage of average attendance to total attendance in Public Schools	56
Number of persons employed as teachers in the Public Schools during the year :	
Men, 2,539 ; women, 6,127 ; total	8,666
Decrease : men, 73 ; increase : women, 170 ; total increase	97
Number of teachers who have attended a Normal School	4,135
Increase for the year	330
Average annual salary of male teachers in Public Schools	\$404
Increase for the year	\$10
Average annual salary of female teachers in Public Schools	\$298
Increase for the year	\$4

**Secondary Schools.*

Number of High Schools (including 38 Collegiate Institutes)	131
Number of teachers in High Schools	573
Increase for the year	5
Number of pupils in High Schools	21,723
Decrease for the year	737
Amount expended for High School teachers' salaries	\$529,245
" " " houses (sites and buildings and repairs) ..	\$32,400
" all other High School purposes	\$156,956
Total amount expended on High Schools	\$718,601

* The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

I.—PUBLIC SCHOOLS.

These tables (for purpose of comparison with previous years in which the R. C. Separate Schools were included with Public Schools) include R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

1.—SCHOOL POPULATION—ATTENDANCE.

The School population of the Province, as ascertained by the census, is as follows :

Year.	School age.	School Population.	Pupils registered under 5.	Pupils registered 5 to 21.	Pupils registered over 21.	Total number of registered pupils.	Average attendance.	Percentage of average attendance to total number attending school.
1867	5-16	447,726	.....	*380,511	+21,132	401,643	163,974	41
1872	5-16	495,756	.....	*433,664	+20,938	454,602	188,701	42
1877	5-16	494,804	1,430	488,553	877	490,860	217,184	44
1882	5-16	483,817	1,352	469,751	409	471,512	214,176	45
1887	5-21	611,212	1,569	491,242	401	493,212	245,152	50
1892	5-21	595,238	1,636	483,643	391	485,670	253,830	52
1897	5-21	590,055	1,385	481,120	272	482,777	273,554	56
1899	5-21	586,359	1,246	469,637	140	471,023	269,092	57
1900	5-21	580,105	1,111	461,258	125	462,494	263,181	57

* 5-16. † Other ages. ‡ In addition, there were 11,234 Kindergarten pupils and 795 Night School pupils.

It can be shown from the above table that 22 per cent. of the entire population are enrolled in our schools. From the last report of the American Commissioner of Education a little over 20 per cent. of the entire population attend school.

2.—CLASSIFICATION OF PUPILS.

Year.	1st Reader—Part I and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and Composition.	Temperance and Hygiene.
1867...	79,865	98,184	83,211	68,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	.....
1872...	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582	327,139	109,639	110,083	282,126	.....
1877...	153,630	108,678	135,824	72,871	19,857	396,006	402,448	153,036	375,951	116,865	168,942	226,977	.....
1882...	135,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432	280,517	150,989	158,694	209,184	33,926
1887...	192,361	100,533	108,006	81,984	10,238	466,389	469,445	395,097	316,791	194,754	203,567	570,876	71,525
1892...	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239	334,947	253,956	220,941	294,331	171,594
1897...	181,375	91,330	99,682	89,374	21,076	465,525	471,869	448,444	342,189	284,025	233,915	316,787	215,343
1899...	174,442	93,076	97,702	86,500	19,303	462,012	464,820	444,486	331,184	275,520	242,619	306,257	209,187
1900...	177,614	88,836	94,069	84,507	17,468	453,930	455,718	436,078	326,464	272,414	255,327	298,633	199,229

Temperance and Hygiene.

It is also worthy of notice that the number of pupils receiving instruction in Temperance and Hygiene has increased from 33,926, in 1882, to 199,229, in 1900. Having regard to the great importance of the knowledge of physiology and the injurious effects of alcoholic stimulants on the human system, provision was made by the statute in 1886 for placing this subject on the course of study for Public Schools. Instruction was also provided under departmental regulation for teachers-in-training at County Model Schools and Normal Schools, to be followed by an examination as an essential pre-requisite to their final recognition as duly qualified teachers. In 1893, this subject was made compulsory for entrance to High Schools and Collegiate Institutes, so that no pupil who pur-

sues his studies as far as the 5th Form can fail to be reasonably well acquainted with the conditions on which his health and physical vigor depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

Kindergartens

The system of Kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the School System of the Province, by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. The report showed that in the short space of ten years, 69 Kindergartens were established, with 160 teachers, attended by 6,375 children under six years of age. In 1900 the number of Kindergartens has increased to 120, with 250 teachers, attended by 11,234 pupils under seven years of age.

Night Schools.

The whole number of Night Schools in 1900 was 12, the number of teachers 21, and the number in attendance 795. This number does not include the attendance upon the classes established by Mechanics Institutes and Art Schools.

3 —TEACHERS' CERTIFICATES AND SALARIES.

Teachers' Certificates.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal Schools.
1867	4,890	2,849	2,041	1,899	2,454	386	151	666
1872	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877	6,468	3,020	3,448	250	1,364	3,926	988	1,084
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897	9,128	2,784	6,344	343	3,386	4,465	934	3,643
1899	9,333	2,713	6,620	524	3,565	4,322	922	3,889
1900	9,440	2,630	6,810	581	3,851	3,927	1,081	4,175

**Teachers' Salaries.*

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, counties.	Average salary, female teacher, counties.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
1867	\$ 1,350	\$ 346	\$ 226	\$ 261	\$ 189	\$ 532	\$ 243	\$ 464	\$ 240
1872	1,000	360	228	305	213	628	245	507	216
1877	1,100	398	264	379	251	735	307	583	269
1882	1,100	415	269	385	248	742	331	576	273
1887	1,450	425	292	398	271	832	382	619	289
1892	1,500	421	297	383	269	891	402	648	298
1897	1,500	391	294	347	254	892	425	621	306
1899	1,500	394	294	344	251	854	438	617	306
1900	1,500	404	298	349	255	892	455	624	309

*There is a slight increase in the salaries of teachers although the average is still low. In Ontario the average is \$404 for males and \$298 for females. For the other provinces the averages are as follows:—Nova Scotia, \$319 and \$211; New Brunswick, \$383 and \$231; P.E.I., \$400 and \$340; Quebec, \$552 and \$128; Manitoba, \$449 for both male and female teachers. In the United States the averages for males and females are \$465 and \$389 respectively.

4.—RECEIPT AND EXPENDITURE.

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal school grants and assessments.	Clergy reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	¢ c
1867..	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,976	6 42
1887..	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892..	283,791	3,800,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,680	60,585	887,335	4,215,670	8 73
1899..	374,277	3,509,059	1,319,382	5,202,718	2,951,812	395,325	64,545	960,377	4,372,059	9 28
1900..	369,901	3,847,646	1,292,441	5,509,988	2,985,278	438,374	71,994	1,091,437	4,567,083	9 92

II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure—Teachers.				Number of pupils attending—Number in the various branches of instruction.							
	Schools open.	Total receipts.	Total expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and Hygiene.
		\$	\$									
1867..	161	48,628	42,719	210	18,924	18,924	10,749	10,559	8,666	5,688	.....	.....
1872..	171	68,810	61,817	254	21,406	21,406	13,699	12,189	8,011	7,908	.....	.....
1877..	185	120,266	114,806	334	24,952	24,952	17,932	17,961	13,154	11,174	.....	.....
1882..	190	166,739	154,340	390	26,148	26,148	21,062	21,524	13,900	11,695	7,548	2 033
1887..	229	229,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892..	312	326,034	289,838	662	37,466	37,466	35,565	35,936	26,299	22,755	32,682	11,056
1897..	340	335,324	302,169	752	41,620	41,620	39,724	40,165	27,471	26,071	36,462	18,127
1899..	352	401,155	352,012	764	41,796	41,796	41,418	41,484	29,352	27,493	37,572	13,692
1900..	355	396,137	358,551	774	42,397	42,397	42,397	42,397	27,923	25,955	34,201	12,549

III.—PROTESTANT SEPARATE SCHOOLS.

The complete list of Protestant Separate Schools is as follows :

No. 5 Bromley, No. 9 Cambridge, No. 6 Plantagenet North, Puslinch, Rama, L'Original, Penetanguishene.

They were attended by 416 pupils. The whole amount expended for their maintenance was \$4,061. Three teachers held a Second Class, six a Third Class, and one a Temporary Certificate.

IV.—COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive :

1.—RECEIPTS, EXPENDITURE, ATTENDANCE, ETC.

Year.	Schools Open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total Receipts.	Paid for teachers' salaries.	Paid for sites and building school houses, rents and repairs.	Total expenditure.			
			\$	\$	\$	\$	\$	\$			\$ c.
1867.....	103	159	15,605	54,562	139,579	94,820	19,190	124,181	5,696	55	21 80
1872.....	104	239	20,270	79,543	223,269	141,812	31,360	210,005	7,968	56	26 36
1877.....	104	280	20,753	78,762	357,521	211,607	51,417	343,710	9,229	56	37 24
1882.....	104	332	29,270	84,304	373,150	253,864	19,361	343,720	12,348	53	27 56
1887.....	112	398	56,198	91,977	529,323	327,452	73,061	495,612	17,459	59	28 38
1892.....	128	522	97,273	100,000	793,812	472,029	91,108	696,114	22,837	60	30 48
1897.....	130	579	110,859	101,250	767,487	532,837	46,627	715,976	24,390	61	29 35
1899.....	130	568	100,308	103,700	777,343	528,614	43,213	722,239	22,460	59	32 15
1900.....	131	577	98,726	103,200	772,332	529,245	32,400	718,602	21,723	60	33 08

2 — CLASSIFICATION, ETC

Year.	English.					Mathematics.				Science.		
	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physic.	Chemistry.	Botany.
1867..	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872..	7,884	7,278	.....	7,513	7,715	7,834	6,033	2,592	174	1,921	1,151	.....
1877..	8,819	8,772	.....	9,106	9,158	9,227	8,678	8,113	359	2,168	2,547	.....
1882..	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,880	2,522	.....
1887..	17,086	17,171	16,649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4 640
1892..	22,530	22,525	22,468	22,328	22,118	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1897..	19,591	24,195	24,176	18,318	13,747	19,798	24,105	16,788	1,652	11,002	5,489	12,892
1899..	16,953	22,314	22,194	17,362	12,371	16,720	21,799	15,701	1,340	10,235	5,934	10,376
1900..	17,122	21,382	21,146	15,947	12,410	17,008	20,567	15,609	1,325	10,265	5,723	8,626

Year.	Languages.				Drawing.	Vocal Music.	Bookkeeping and commercial transactions.	Left for mercantile life.	Left for agriculture.	Who joined a learned profession.	Matriculated.	Number of schools charging fees.
	Latin.	Greek.	French.	German.								
1867.....	5,171	802	2,164	.....	676	.....	1,283	.....	.....	.....	56	57
1872.....	3,860	900	2,828	341	2 176	.....	3,127	486	300	213	78	28
1877.....	4,955	871	3,091	442	2,755	.....	3,621	555	328	564	145	35
1882.....	4,591	815	5,363	962	3,441	.....	5,642	881	646	751	272	37
1887.....	5,409	997	6,180	1,350	14,295	1,955	14,064	1,141	882	791	305	58
1892.....	9,006	1,070	10,398	2,796	16,980	948	16,700	1,111	1,006	398	471	77
1897.....	16,873	1,421	13,761	5,169	12,252	160	11,647	1,368	1,153	409	652	87
1899.....	19,131	1,176	13,464	5,513	10,240	136	10,625	1,449	944	467	814	84
1900.....	18,073	853	12,650	3,894	9,345	357	9,712	1,331	757	716	1,253	91

From a study of these tables, interesting views will be gathered regarding the progress and present condition of our High Schools and Collegiate Institutes. Owing to the organization of Continuation Classes in Public Schools, there has not been much increase of late years in the establishment of additional High Schools. As Continuation Classes are really doing High School work, it may be seen that there is a steady progress in the support given to secondary education. In 1867 only 1,283 pupils, or 23 per cent. of the whole number, studied commercial subjects, such as Bookkeeping. In 1900 this subject was taken up by 9,712 pupils, or 45 per cent. of the total attendance. In 1867 5,171 pupils, or 90 per cent. studied Latin. In 1900 the number taking Latin was 18,073, or about 83 per cent. In 1867, 15 per cent. studied Greek, while in 1900 only 4 per cent. were engaged in studying this subject. In 1867, 38 per cent. of pupils studied French, and none studied German. In 1900 the number taking French had increased to 58 per cent., while 18 per cent. were engaged in studying German. The greater attention given to Drawing is also a marked feature of the classification.

When High Schools were first established in the Province, their primary object was to prepare pupils for the learned professions, and especially for the University. Although their original purpose has not been ignored, the course of study has been enlarged so as to meet the aims of pupils who intend to follow the ordinary pursuits of life. It is in the High Schools that most students who desire to become Public School teachers receive their non-professional training. This is a valuable function of those institutions and one that has done much to commend them to the general public. Many young men also who intend to follow mechanical pursuits, or prepare themselves for mercantile life or for agriculture, take advantage of the High Schools. The superior culture which is thus received, proves a valuable investment. In 1872 the number of High School pupils entering mercantile life was 486. In 1900 the number had increased to 1,331. In 1872 300 pupils left the High Schools for agricultural pursuits, and the number in 1900 had reached 757.

The following table will be of interest regarding the occupation of parents of High School pupils, and will show the classes of our population receiving most advantages from those institutions.

Agricultural	6221
Commercial	5448
Merchanical	5054
Professional	1953
Without occupation	1788

V.—DEPARTMENTAL EXAMINATIONS, ETC.

1. TABLE SHOWING THE NUMBER OF TEACHERS-IN-TRAINING AT COUNTY MODEL SCHOOLS, NORMAL COLLEGE, PROVINCIAL NORMAL SCHOOLS, ETC., 1877-1900.

Year.	County Model Schools.			Normal College.			Normal and Model Schools, etc.					
	No. of schools.	No. of teachers in training.	No. that passed final examination.	No. of teachers.	No. of students.	Receipts from fees of Normal College.	No. of Normal School teachers.	No. of Normal School students.	No. of Model School and Kindergarten teachers.	No. of Model School and Kindergarten pupils.	Receipts from fees of Normal Schools, Model Schools, and Kindergarten pupils.	Expenditure, Normal and Model Schools.
						\$ c.					\$ c.	\$ c.
1877....	50	1,146	1,124	.....	.....	.....	13	257	8	643	7,909 22	25,780 88
1882....	46	882	837	.....	.....	.....	16	260	15	799	13,783 50	44,888 02
1887....	55	1,491	1,376	.....	.....	.....	13	441	18	764	16,427 00	40,188 66
1892....	59	1,243	1,225	10	96	1,630 00	12	428	21	842	19,016 00	45,724 12
1897....	60	1,645	1,384	12	180	4,374 00	13	467	23	832	18,797 59	46,890 91
1899...	59	1,031	978	12	148	1,845 00	10	478	25	863	19,903 00	46,835 03
1900	55	1,045	1,004	12	144	1,730 00	16	637	26	893	19,416 00	56,556 99

2 ENTRANCE EXAMINATIONS 1877 1901.

Year.	No. of candidates examined.	No of candidates who passed.
1877.....	7,383	3,836
1882.....	9,607	4,371
1887.....	16,248	9,364
1892.....	16,409	8,427
1897.....	16,384	10,502
1900.....	16,416	9,574
1901.....	17,149	12,229

3. NON-PROFESSIONAL AND MATRICULATION EXAMINATIONS, 1901.

	High School Entrance.	Part I, Junior Leaving or Public School Leaving.	Part II, Junior Leaving.	Part I, Junior Matriculation.	Part II, Junior Matriculation.	Part I, Senior Leaving or Honor Matriculation.	Part II, Senior Leaving or Honor Matriculation.	Commercial Diploma Part II.	Commercial Specialist.	Domestic Science.
No. of candidates	17,149	5,340	2,494	1,365	976	594	542	258	7	18
No. who passed	12,229	3,531	1,617	1,042	609	411	315	63	1	6
No. of appeals		23	134	13	16	28	34	7	....	1
Appeals sustained.....		7	27	2	4	13	10	2	...	1

VI.—TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for twenty-four years.

Year.	No. of Teachers' Institutes.	No. of Members.	No. of teachers in the Province.	Receipts.				Expenditure.	
				Amount received from Government grants.	Amount received from municipal grants	Amount received from members' fees	Total amount received.	Amount paid for libraries.	Total amount paid.
				\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1877	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1899	76	8,309	9,333	2,425 00	1,922 35	952 60	12,583 67	1,322 41	6,555 75
1900	76	8,081	9,440	2,475 00	1,767 50	966 95	12,431 62	1,177 12	6,485 10

The County teachers' associations are doing excellent work and at a trifling expenditure. In the United States it is not unusual for Teachers' Institutes to be held for a week or longer. The work attempted is, however, somewhat like what is done in our County Model Schools.

VII. TECHNICAL EDUCATION.—PUBLIC LIBRARIES, ART SCHOOLS, SCIENTIFIC INSTITUTIONS, ETC.

The change in the Act and Regulations requiring Annual Reports from Public Libraries to be made out to the end of each calendar year, has now been complied with. The present Report is from the 1st of January, to the 31st of December, 1900. The following abstracts are from the Superintendent's Report :

1. PUBLIC LIBRARIES.

Abstract showing the Counties and Districts in which Public Libraries are established :—Addington (5), Algoma (11), Brant (6), Bruce (23) Carleton (9), Dufferin (10), Dundas (7), Durham (4), Elgin (11), Essex (8), Frontenac (3), Glengarry (2), Grenville (9), Grey (19), Haliburton (2), Haldimand (11), Halton (5) Hastings (7), Haron (16), Kent (13), Lambton (14) Lanark (9), Leeds (4), Lennox (2), Lincoln (7), Manitoulin Island (3), Middlesex (13), Muskoka (4), Nipissing (4), Norfolk (6), Northumberland (8), Ontario (12), Oxford (13) Parry Sound (10) Peel (13), Perth (8), Peterborough (4), Prescott (1), Prince Edward (2), Rainy River (2), Renfrew (9), Russell (2) Stormont (5), Simcoe (16), Victoria (11), Waterloo (14), Welland (9), Wellington (17), Wentworth (8), York (21).

Abstract showing the Progress of Public Libraries from 1883 to 31st December, 1900

Year.	Institutes reporting.	Number of members.	Number of evening classes.	Number of pupils.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes issued.	Total receipts.		Total assets.	
									£	c.	£	c.
1883... (April) ...	93	13,672	28	1,758	59	1,540	154,093	251,920	59,716	00	225,190	00
1888... "	167	32,016	41	1,102	104	3,041	311,048	744,466	103,843	68	403,573	75
1893... "	255	84,088	41	1,117	156	4,745	510,326	1,415,867	160,556	26	685,412	17
1898... "	347	111,208	2	79	200	5,834	789,082	2,358,140	188,783	21	870,167	54
1899... "	364	121,397	2	37	200	5,839	862,047	2,547,131	193,421	20	935,975	81
1899. (December) .	371	129,713	2	47	188	5,773	918,022	2,042,904	178,642	87	966,667	38
1900... "	389	147,208	2	35	186	5,971	989,050	2,534,711	210,635	49	1,024,300	14

389 Public Libraries (126 Free, 263 not Free) reported for the year ending 31st December, 1900.
25 Public Libraries did not report for the year ending 31st December, 1900.
18 Libraries, which have not yet reported, were established in the year 1901.
Total number of Libraries, 432.

2. ART SCHOOLS, ETC.

During the year the London Art School has been temporally closed, and the Drawings, Casts, Paintings, etc., removed to the Normal School, London, until the Art School be re-opened.

The following Abstract shows the number of certificates and medals awarded to Art Schools, Ladies' Colleges, etc., for drawing, painting, etc., at intervals since 1883.

Year.	Number of Art Schools, etc.	Primary Art Course.		Advanced Art Course.		Mechanical Art Course.		Industrial Art Course.	Extra subjects.	Departmental medals, etc.			
		Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Painting, modelling, wood-carving, etc.	Gold medals.	Silver medals.	Bronze medals.	Special certificates.
1883	1	124		31		1							
1888	57	2,979	133	151	9	50	2	24	108	1	1	4	1
1893	85	4,783	220	301	13	139	10	11	165	1	16	11	21
1898	55	3,166	149	540	18	42		30	171	1	2	11	14
1899	62	3,333	160	499	22	75	...	42	154	1	3	10	14
1900	47	3,170	130	367	17	53	....	43	156	1	3	13	17
1901	57	2,548	29	413	13	70	1	31	142	1	4	13	18

3. LITERARY AND SCIENTIFIC INSTITUTIONS.

These Institutions are doing good work. (See Superintendent's Report). They have good Libraries of works relating to Arts and Sciences, History, etc., and several of these Institutions have Museums which are frequently thrown open Free to the public. They give popular lectures on Science and Art, History, Literature, etc., and publish their Annual Transactions. Their chief aim is to encourage higher education among the masses, and the amount of patronage they receive is a proof that their efforts are appreciated.

GENERAL REMARKS.

I. THE REGULATIONS.

The consolidation of the School Law during the last session of the Legislature, rendered necessary the consolidation of the Regulations of the Department. This has been in accordance with the practice followed every five years. Copies have been distributed among the High and Public School Boards of the Province. With the exception of a few verbal changes, the Regulations of 1901 will be found the same as those of 1896, modified by the provisions of circular 50 of 1899. The courses of study for the examinations which had been announced for 1901 and 1902 are, therefore, continued without any modifications. It may be assumed that educational progress will call for further amendments, but whatever changes experience will suggest should be made, I think, only after very careful consideration and not without giving all parties concerned due notice.

It is notable and encouraging to find the very large amount of attention that is given to our schools, and the books pertaining to the science of education have become very extensive within the last quarter of a century. No less encouraging are the numerous educational gatherings that are being constantly held. There is not a city or town in the Province where people have not frequently assembled, of late years to listen to public speakers who give expression to their views on educational problems. People have become so interested in school questions, that the discussion of our educational system at a public meeting is almost sure to secure the presence of a large number of interested citizens and it is hopeful to find young people, especially, taking an interest in topics that affect so widely the national weal. Our leading dailies, weeklies, and monthlies constantly have

contributions on educational topics ; and the most thoughtful writers in the Province find readily a reading public for good educational articles.

It would be a misfortune if educational affairs were viewed with indifference, and, therefore, should there be fair criticism of our educational system, every true friend of education should rejoice. The subject of education is not one that has advanced in every respect at least beyond the experimental stage. In no civilized country is there unanimity regarding matters of school administration, school management, or programmes of study. Among the most advanced nations educationists are simply searchers after truth ; and criticism, if it is fair, and perhaps when it is unfair, may not be productive of injurious results. In England, in the United States, in Germany and other countries, education is a pregnant subject of discussion. Indeed the success of democratic institutions cannot be assured unless it holds a front place among topics of public interest.

The condition of education in Ontario is not the work of any one man, or of any body of men. Our school system is a development for which credit must be given, doubtless in varied measures, to the body of teachers and other educationists of Ontario. An examination of its salient features would call to mind many incidents of historical interest, and would suggest the names of persons who have left their imprint upon elementary, secondary and higher education. If credit is due to many teachers and inspectors for the good features of our system, it is likewise true that responsibility for the defects must be distributed among many persons.

Already many valuable suggestions have been made by inspectors and teachers for amending the present law and regulations. Several important resolutions have also been passed by the Provincial Educational Association and different County Institutes. These recommendations will receive the careful consideration of the Inspectors and other officers of the Education Department. I hope before long to bring to the attention of the profession, the modifications of the present regulations, which it is deemed desirable to make. I think, however, that no amendments of a revolutionary character are needed, and that when the few necessary changes are decided upon, sufficient time should be given before they are to come into force. The provisions for the training of teachers the courses of study in High and Public Schools, and the authorization of text books will always be important matters for consideration. Education must continue to be subject to public control. There may be differences of opinion as to whether this public control should be by the Province or by the locality. How far there should be centralization is a question which cannot be fully settled at once. In the early conditions of a country there are many things which must be left to a central authority, which at a later period may be relegated to the localities concerned. It is just possible that in Ontario decentralization in some directions would be an advantage. In this connection it would not be amiss to notice the following Declaration of Principles of the National Educational Association of the United States :

" We reiterate the statement that the Public School should be the centre of the educational life of the community in which it is located. Especially should this be true in rural districts. Here should be found the public library for the use of all ; here the educational extension courses should draw the old and the young ; here may literary and social meetings be held which will tend to uplift the mental, social, and spiritual life of the people. Freed from the ravenous influence of partisan politics, untouched by the narrowness of rigid sectarianism, the public school should become the real centre of the broader intellectual life, the educator of men and women beyond the school age, as well as the guide of childhood and youth.

The subjects that may properly be taught in elementary schools include those that bear upon the ethical, physical, and aesthetic nature of the child as well as its purely intellectual nature. Sober, industrious, intelligent, honest, cultured citizenship should be the result of public school training in the United States.

Our system of education will not be wholly free until every grade of school, from the kindergarten to and including the university, shall be open to every boy and girl of our country.

A public school system of a State should be a unit from the kindergarten to and including the university, and all private institutions should endeavour to work in harmony with the ideals of public education so far as their special purpose will permit them. In order that public and private institutions of learning may more fully co-operate in

the general work of education, the relations between these institutions should be more clearly defined than it is at the present time.

Legislation with respect to public education must not wait for public sentiment. It should lead public sentiment when necessary. Experience teaches that what people are compelled by law to do with respect to schools, they readily learn to do without compulsion, but that they usually are slow to demand reforms which involve increased taxation. School legislation should therefore be under the general direction of educational experts.

The National Educational Association watches with deep interest the solution of the problem of consolidating rural schools and transporting pupils at public expense, now attempted in many of our leading States. We believe that this movement will lead to the establishment of township and county high schools, and thus bring more advanced education to rural communities. We also believe that supplementary State support of rural high schools is in the highest interest of the entire State.

The State should support and control institutions whose object is the preparation of teachers for the public schools. Normal schools free to persons preparing to teach are an absolute necessity in a perfected system of education.

No one should be placed in charge of a school who has not been previously trained for the work of teaching. The plan of issuing teachers' certificates of low grades year after year is at best a makeshift, and should be discontinued whenever the State is sufficiently advanced in education to warrant its discontinuance. There should be a limit to the length of time a person can serve as an apprentice in the vocation of teaching.

We believe that the standards for school architecture, including the proper seating, heating, lighting, ventilation, and ornamentation of school buildings, should be as definite as the standards for teaching. The law should fix the dimensions and all other requirements of school buildings, as well as the size and character of school grounds."

II COURSES OF STUDY.

The courses of study for our schools necessarily present difficulties which are the result of modern developments. Good teaching always aims to secure the imparting of knowledge, as well as the acquisition of power. If one kind of information were as valuable as another, the solution of the problem would be largely accomplished. It is a fact, however, that new departments of knowledge have been pressing for recognition. The causes are mainly the development of natural science and the growth of democracy. The latter condition has necessitated the diffusion of knowledge among the masses, which had much less importance when privileged classes held sway. Subjects pertaining to sociology or citizenship demand an amount of attention which was not thought of one hundred years ago. If we are to have permanency for our institutions, the citizens generally must receive such an education as will prepare them for their responsibilities. Modern conditions have also given rise to much specialization even in industrial pursuits; and with the growth of natural science and the necessity of cultivating reading habits among the people, it must be admitted the school programmes of to-day should differ in many respects from those of the schools in the beginning of the last century. Respecting fundamental requirements in school education, the words of the new President of Yale University are very pertinent. After referring to the value of the three Rs, which are mainly the keys of knowledge and instrumental in the production of power, Dr. A. T. Hadley states as follows:

"Within the last fifty years there has been a reaction. Our discoveries in the world of nature have been so important that they have secured increasing recognition of their results in school courses. This widened study of modern science has been attended by an increased attention to modern literature also. The pupils have been given the opportunity to know things which were worth knowing, and to read things which were worth reading. This movement has resulted not only in the addition of new subjects of study, but in a radical change of method of teaching the old ones. Arithmetic or geography, as now handled, is a very different thing from what it was fifty years ago. It is full of illustration adapted to the needs and interests of each child. It is rendered pleasant and easy instead of hard. These tendencies have made themselves felt alike in the colleges and the high schools, the grammar schools and the kindergartens. In place of a curriculum designed

for mental discipline, through which all were compelled to pass, we have an educational system intended to give knowledge and the enjoyment connected with the acquirement of knowledge; taking account of the various tastes of children in the successive stages of their progress, and branching, at a comparatively early date, into an elective system, whereby each student can choose those subjects which he most needs or appreciates."

Much of the difficulty in prescribing courses of study for our schools is due to the fact that those who will ultimately follow different pursuits, must necessarily be educated together. Only a comparatively small proportion of pupils ever complete the High School course, and the percentage entering the professions may always be expected to be low. It is also true that the calling in life which a boy will follow cannot, as a rule, be early determined. The great body of pupils may be expected to turn their attention to industrial pursuits. Under these circumstances, the programme for our Public Schools, and even for our High Schools, is intended to give prominence to the subjects which are of most importance to those engaged in the ordinary callings of life. It is, however, also a province of our High Schools to prepare students for matriculation and for the professions; and it is in this direction that the problem presents the greatest difficulty. It is doubtless desirable that a student who will enter college should take up certain subjects at an early age, which the great body of students may omit. There is, therefore, some clashing of interests, which may to some extent, at least, be lessened by judicious school organization. Respecting this part of the problem, Dr. Hadley's words are also well worth quoting.

"It is quite possible that the teachers in our colleges are wrong in laying too much stress on the preparatory side of the high school course; for the majority of pupils in high schools do not and cannot enter college. It is in like manner possible that the high school teachers are wrong in insisting that the grammar school studies should be arranged with a view toward preparation for high school needs; for only a part of our grammar school pupils can ever hope to attend the high school. But it is quite certainly an error to go to the opposite extreme; to say that the grammar school course must be so arranged as to give the maximum development and enjoyment to the grammar school pupil, and that the high schools must arrange to fit their work upon it; or to say that the high school course must be adapted to the general needs of high school pupils alone, and that the colleges must take as a preparation for their students the thing which proves best for those who are not going to be their students. We may as well recognize the fact that there is a real conflict of interest in each grade, between the pupils who are not going any further and those who are. If a pupil, whether in the grammar school or the high school, is near the end of his course of study, he doubtless needs to get a good deal of descriptive science at that point; because if he does not get it then, he probably never will get it at all, and in this age of the world no one can be called educated who has not some general knowledge of science."

In an address delivered before the British Science Association, the Right Hon. Sir John E. Gorst, F.R.S., gives expression to the following views:

"There must be different courses of study for those whose education is to terminate at sixteen, at eighteen, and at twenty-two or twenty-three. Within each of these divisions also, there would be at least two types of instruction, mainly according as the student devoted himself chiefly to literature and language, or to mathematics and science. But a general characteristic of all secondary schools is that their express aim is much more individual than that of the primary school; it is to develop the potential capacity of each individual scholar to the highest point, rather than to give, as does the elementary school, much the same modicum to all. For these reasons it is essential to have small classes, a highly educated staff and methods of instruction very different from those of the primary school. In the formation of character the old secondary schools of Great Britain have held their own with any in the world. In the rapid development of new secondary schools in our cities it is most desirable that this great tradition of British public school life should be introduced and maintained."

"Educators throughout the country are beginning to realize that the traditional High School course is too narrow. This is the result of the slavish subjection to the standards set up by the colleges which have practically constructed the existing curricula. The High School is not in existence simply to supply students for the colleges. The taxpayer is awaking to the fact that his money is not turned to its rightful uses by sacrificing it to the college Moloch. One feasible plan would be for the colleges to do away with the

present specific requirements, and instead insist upon certain essentials which could be made uniform throughout the country. The necessary requirement for college entrance should be not so much a certain number of pages of Latin read or problems solved as ability to do genuine college work"—*New York School Journal*.

"Our university or college or high school friend, interested in education, enthusiastic in his specialty, would have us introduce, or has already introduced, into our schools such work as he carries on with his students, with very little modification or adaptation to children. The botanist would have our little folks begin with the plant cell as the unit of plant life and structure, or with the lower forms of plants, such as pond scum, and work up step by step to the complex organism which the child calls a bean plant. This seems to the botanist the simplest, easiest and only logical method of procedure. The mineralogist would have the children begin with the chemical elements of which minerals are composed, and build up the minerals and rocks, because to him a mineral means nothing unless he knows its components. Both overlook the fact that what is logical and simple for them may be illogical and incomprehensible to the child, and what is complex for them may be simple to the child. Both forget the long process of education, much of it unconscious, by which they learned to analyze the common things about them, before they could even understand that they were complex, much less resolve them into their components. The teachers of college and high school students, discouraged by their lack of power to do careful work, and appreciating the need of a better training in exact, thorough, scientific methods of study, may do, as did the writer, insist on the most careful, exact, detailed work, even in the primary grades, either not realizing, or forgetting, that the children's minds and hands and eyes are not fitted by nature for such work. This is science, but it is not elementary; it is not adapted in material and methods to the nature and needs of the children."—*Extract from "Nature Study" by Charles B. Scott, A. M.*

Mr. James P. Munroe, Boston, writes as follows:

"The High School wrongs the public when it gives its best effort to college preparation. The tendency of the secondary school is to leave the boy who does not fit for college indefinitely and unhappily suspended between the earth of the elementary school, which he has come to despise, and the heaven of the university, which he is taught to aspire unto in vain. The high school ought to be an expansion of the grammar school course; instead of that, it is contracted for entrance to the college gateway. The college ought to meet the needs of the high school, instead of making the high school meet the needs of the candidate for freshmen opportunities. The high school should be absolutely independent of the college curriculum and entrance examination.

First, let the secondary school have freedom and breadth, then let the college adapt itself to the secondary school.

The curriculum of the secondary school should include subjects of general interest only. The free high schools have been a party to a great wrong by adapting their courses almost exclusively to preparation for classical colleges. The first step for public secondary education is to secure and assert absolute independence of the colleges. Freedom and breadth once secured, the colleges will adapt themselves to the new arrangement. Exclude from the secondary school all that is professional in tone or favors one class or occupation to the injury of others."

"Beyond controversy, this is a 'government of the people, by the people, for the people'; but at times there seems to be some misapprehension of the application of the term 'people.' The editorial 'we' is more potent and less offensive than the capital 'I,' and the enthusiastic advocate of some change in the course that in imagination is going to revolutionize education, making the crooked places straight and the rough places smooth, exalting the valleys and laying low the hills, with his ear to the ground and his eyes uplifted to get a glimpse of his own prospective greatness, thinks he catches the accents of the people loudly clamoring for the device that is to pave a royal road to learning with the smooth blocks of desire set in undeveloped interest. Pupils do not know enough about themselves or the studies that constitute the curriculum of a high school to decide which studies they should take to develop their individual and peculiar genius, or to suit their ultimate but as yet undiscovered purpose in life, or even to awaken and hold their interest. Ochoice without power to discriminate is not choice, but caprice, unbridled fancy, unreasoning folly, distasteful even to children. Parents are full of

sympathy for their children, as they should be; they have plans of their own, more or less in harmony with the unformed taste of the children; but, happily, with few exceptions, they defer to the calmer, unbiased judgment of the one whose business it is to know all that can be learned about the functions of different studies, and whose experience is many times as broad as that of any individual otherwise employed. This, I am well aware, throws a great responsibility upon the principal of the high school; but a public office is a public trust, and emoluments and burdens, opportunities and obligations, have a fixed relation to each other.

Even if it were desirable that each individual should choose his own studies and arrange a special course, there are inherent difficulties to prevent such freedom of action. Expense will always fix a minimum for the number to constitute a class; the natural sequence of studies is in many cases perfectly evident and unalterable; a certain intellectual maturity is indispensable to the prosecution of some studies; there is a physical limit to the work that each pupil can do; there are not an indefinite number of hours for the arrangement of a programme of studies; there are still college requirements to be met by those who are not entirely self-sufficient."—Election in High School Courses by the President of St. Louis High School.

"In my opinion, however, the chief objection to the multiplication of the number of subjects from which pupils in our high schools may elect a course of study inheres not so much in the intellectual immaturity of the scholar—the first of the factors I have above quoted—as in the second of those factors, namely, the single and only legitimate aim of all public school education in the country; for I understand that in this discussion we are rigidly confined to the schools that are maintained by public taxation. That single and only legitimate aim is intelligent American citizenship. Unquestionably this is in very many cases not apprehended as the *raison d'être* of every high school as well as of every elementary school, and, where it is apprehended at all, it is not consistently treated as the chief aim of public school education. It is not to be wondered at that those who advocate a gradual increase of the number of electives as compared with required subjects in the course of study for high schools seem to consider the purpose of the school to be to shift the finished product of the grammar school, to the end that the few score of boys and girls who have really fixed upon some calling or profession in which to do their life's work may be segregated from the hundreds—the very large majority in every high school—who are simply there because their parents send them, and very often with no better reason for such sending than that it is 'the thing to do'.

But if it be true that intelligent American citizenship, and that only, is the reason for levying taxes for educational purposes (and I do not think that that definition can be safely expanded one iota), then so to consider the work of the high school is to substitute for liberal education, that in which alone all the people can share, professional education, which must always be for the select few. However valuable the doctrine of manifest destiny may be as an indorsement of political and territorial expansion, it is fraught with dangerous possibility when it finds a place among the motives directing the public instruction of the youth of this country."—A. H. NELSON, Chicago.

III. TRAVELLING LIBRARIES.

The year 1901 marks a further development in the provisions made by the Legislature for improving the reading habits of the community. The establishment of Mechanics' Institutes in the early history of the country, and the subsequent organization of Public Libraries have secured very great advantages to the cities, towns and villages of the Province. In the new and sparsely settled districts of northern Ontario, the institution of Travelling Libraries will meet, in a very desirable way, the needs of certain classes of our population. Travelling Libraries have proved of very great value in many States of the American Union, and similar results may be expected to accrue from such libraries in our own Province. It is exceedingly desirable that those who are engaged in mining and lumbering operations should be furnished with some means of having their spare time occupied with what will be entertaining and elevating. Below are given the Regulations and form of application for the establishment of Travelling Libraries in Ontario. Already sets of books (50 in each) have been sent to the following centres from the Education Department:—Michipicoten Harbour, French River, Gertrude Mine,

Victoria Mines, Cache Bay, Cartier, Seguin Falls, Oarnarvon, and several additional applications have been received. As will be seen from the catalogues below, the works have been very carefully selected and the purposes intended are very well assured.

REGULATIONS.

1. On satisfactory guarantee that all regulations will be complied with, Travelling Libraries may be lent to Associations, or Reading Clubs in the new and sparsely settled portions of the Province.
2. One or more citizens acting as Trustee or Trustees must be personally responsible for the loss or injury beyond reasonable wear; and the Trustee or Association shall appoint a suitable person to be Librarian.
3. Books (only one case at a time) will be loaned without charge to the Association, excepting the express charges to and from the Department, and the payment of damages for loss or injury to books beyond reasonable wear.
4. The Travelling Library shall not be kept longer than six months after its reception, except by special permission from the Minister of Education.
5. The Librarian shall care for the books while under his control, circulate them in accordance with the Regulations of the Department and the Rules of the Association, and make required reports respecting their use.
6. The books will be carefully selected for each Travelling Library, but the Department will not undertake to furnish other books than those forming each library collection.
7. So far as possible the works of standard authors will be selected, including books of natural and social science, biography, history and travel, in addition to a moderate proportion of works of fiction.
8. The Library shall be kept at a convenient place, and be open for obtaining and returning books at such times as the Association or Trustee in charge shall direct.
9. The Association may require each borrower to pay promptly any fines due for over-detention of books, or for injuries of any kind beyond reasonable wear to any book charged to him.
10. All corrections of the text, or marks of any kind on books belonging to the Travelling Library are unconditionally forbidden, and all losses or injuries beyond reasonable wear must be promptly adjusted to the satisfaction of the Trustee by the person to whom the book is charged.

APPLICATION.

.....Ont..... 190....
TO THE MINISTER OF EDUCATION, TORONTO.

The undersigned citizens of, Ont., hereby petition the Minister of Education for books for a Travelling Library, to be loaned to.....subject to the rules governing such loans.

It is hereby expressly agreed by and between the parties hereto and each of them severally that the books and cases loaned by the Minister of Education in response to this application shall be carefully handled, shall be loaned without cost to borrowers or without other cost than a nominal fee to defray expenses, and that the same shall be returned to the Education Department within a period of six months, unless permission for a longer retention of the same shall be asked and given, and that the books and cases shall be returned in as good condition as when borrowed, ordinary wear excepted, and the said citizens also agree to pay transportation charges both ways, and to pay promptly to the Education Department for all damages to books or cases not occasioned by ordinary wear and use.

.....is hereby designated as Librarian, and is authorized and directed to represent us in all correspondence and dealings with the Minister of Education, until we duly give notice of a change in local librarian.

SIGNATURES.

ADDRESSES.

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The following is a list of the Books sent:—

Case A.—Abraham Lincoln, (Leland); Alice in Wonderland, (Carroll); Alice of Old Vincennes, (Thompson); Bird Studies with a Camera, (Chapman); Black Beauty, (Sewell); Cardinal's Snuff Box, (Harland); The Choir Invisible, (Allen); Clive, (Wilson); Coligny, (Besant); Dundonald, (Portescue); Eben Holden, (Bacheller); Eleanor, (Ward); Frederick the Great, (Brackenburg); The Gospel of Wealth, (Carnegie); The Great Boer War, (Doyle); The Grey Fairy Book, (Lang); Haroun Al Raschid, (Palmer); In the Palace of the King, (Crawford); The Influence of Christ in Modern Life, (Hillis); Jack of all Trades, (Beard); Joan of Arc, (Tuckey); Judas Maccabaeus, (Conder); Life of Lord Nelson, (Southey); The Man that corrupted Hadleybury, (Mark Twain); Marie Antoinette, (Tytler); The Mississippi Valley in the Civil War, (Fiske); Monopolies and Trusts, (Eby); My Winter Garden, (Thompson); The Natural Law in Spiritual World (Drummond); Nelson, (Laughton); Nineteenth Century Science, (Williams); Our Native Trees, (Keeler); The Redemption of David Corson, (Goss); The Reign of Law, (Allen); Richard Yea and Nay, (Hewlett); Rodney, (Hannay); Sailing Alone around the World, (Slocum); Sir Charles Napier, (Butler); Sir John Franklin, (Beesly); Sir Richard Whittington, (Besant); Squirrels and other Fur Bearers, (Burrows); To Have and to Hold, (Johnston); Tom Brown at Oxford, (Hughes); Tommy and Grizel, (Barrie); The Transit of Civilization, (Eggleston); Unleavened Bread, (Grant); Victor Emanuel, (Dickey); The Voice of the People, (Glasgow); Wolfe, (Bradley); The World of the Great Forest, (Du Chaillu).

Case B.—Across the Sub-Artics of Canada, (Tyrrell); Agriculture, (James); The Birds of Ontario, (McIlwraith); Poetical Works, (Burns); Century Book of the American Colonies (Brooks); The Cloister and the Hearth, (Reade); Early Trading Companies of New France (Biggar); Elizabeth and her German Garden; Farthest North, 2 volumes, (Nansen); The Four Georges, 2 volumes, (McCarthy); The French Revolution, 2 volumes, (Carlyle); Frontenac and New France, (Parkman); A Gentleman of France,

(Weyman); *The Habitant*, (Drummond); *History of the English People*, 4 volumes, (Green); *History of our own Times*, 2 volumes, (McCarthy); *Ivanhoe*, (Scott); *The Land and the Book*, (Thomson); *La Salle, and the Discovery of the Great West*, (Parkman); *The Life of Christ* (Farrar); *Lorna Doone*, (Blackmore); *Monsieur Beaucaire*, (Tarkington); *Moore's Poetical Works*, (Moore); *Mr. Dooley's Philosophy*; *Natural History*, (Wood); *The Pathfinder*, (Cooper); *Pickwick Papers*, (Dickens); *Pierre and his People*, (Parker); *Pioneers of France*, (Parkman); *The Prairie*, (Cooper); *Self-Help*, (Smiles); *Silas Marner*, (Eliot); *Shakespeare's Poetical Works*, (Shakespeare); *Soldiers Three*, (Kipling); *Soldiering in Canada*, (Denison); *Sport in War*, (Baden Powell); *Strenuous Life*, (Roosevelt); *Tennyson's Poetical Works*, (Tennyson); *Tom Cringle's Log*, (Scott); *Treasure Island*, (Stevenson); *Wake Robin*, (Burroughs); *Westward Ho*, (Kingsley); *A Woman Tenderfoot*, (Seton-Thompson).

Case C.—*Across the Sub-Arctic of Canada*, (Tyrell); *Agriculture*, (James); *Among the Celestials*, (Younghusband); *Appreciations and Addresses*, (Rosebery); *Bird Life*, (Chapman); *A Book for all Readers*, (Stefford); *Canadian Essays*, (O'Hagan); *Oliver Cromwell*, (Frith); *David Copperfield*, (Dickens); *Domestic Science*, (Hoodless); *Early Trading Companies of New France*, (Boggar); *Elizabeth and Her German Garden*; *English Traits*, (Emerson); *Farthest North*, 2 volumes, (Nansen); *Fights for the Flag*, (Fitchett); *Flame, Electricity, and the Camera*, (Hes); *Forty-one Years in India*, (Lord Roberts); *The French Revolution*, 2 volumes, (Carlyle); *The Great Boer War*, (Doyle); *A Guide to Wild Flowers*, (Lounsbury); *Heart of Midlothian*, (Scott); *Highways and Byways in Donegal and Antrim*, (Gwynn); *History of Canada*, (Roberts); *History of the Hudson Bay Co.*, (Bryce); *Historical Tales from Shakespeare*, (Quiller Couch); *Household Economics*, (Campbell); *In India*, (Steevens); *Last Days of Pompeii*, (Lytton); *The Life of William Shakespeare*, (Lee); *The Life and Character of Robert Shields*, (Grote); *The Life and Works of Sir John Thompson*, (Hopkins); *The Long White Cloud*, (Reeves); *Modern France*, (Lebon); *Old Red Sandstone*, (Miller); *The Progress of the Century*, (Wallace); *Queen Victoria, 1819-1901*, (Holmes); *Religious Progress in the 19th Century*, (Withrow); *Revolutionary and Napoleonic Era*, (Rose); *Rise of the Dutch Republic*, 2 volumes, (Motley); *Short History of the English People*, (Green); *Silas Marner*, (Eliot); *Soldiering in Canada*, (Denison); *A Story of the Cowboy*, (Hough); *A Treasury of Canadian Verse*, (Rand); *The United States of America*, (Channing); *West African Studies*, (Kingsley); *Wild Animals I Have Known*, (Seton-Thompson).

Case D.—*Astronomy, 19th Century*, (Clerke); *Ben-Hur*, (Wallace); *Bob, Son of Battle*, (Ollivant); *Centennial of Canadian Methodism*; *Charles O'Malley*, (Lever); *Country Life in Canada 50 Years Ago*, (Haight); *Creator and Creature*, (Faber); *The Cruise of the Midge*, (Scott); *Colin Campbell*, (Forbes); *Dampier*, (Russell); *Lord Lawrence*, (Temple); *Stratford*, (Traill); *Wellington*, (Hooper); *Cardinal Wolsley*, (Creighton); *Oliver Cromwell*, (Harriston); *Pitt*, (Lord Rosebery); *Queen Elizabeth*, (Beesly); *The Expansion of England*, (Seeley); *Five years of My Life*, (Dreyfus); *Fifteen Decisive Battles*, (Creasy); *The Great Lone Land*, (Bulter); *History of Canada, 1505-1689*, (Tout); *History of England*, 2 volumes, (Macaulay); *History of the 10th Royal Grenadiers*, (Champion); *History of the United States*, (Channing); *Life and Times of Sir Isaac Brock*, (Read); *Life and Times of Governor Simcoe*, (Read); *Life of George Stephenson*, (Smiles); *Life of Sir Walter Scott*, 2 Volumes, (Lockhart); *Legends and Tales of the Hartz Mountains*; *The Makers of Venice*, (Oliphant); *Old Red Sandstone*, (Miller); *Our Native Trees*, (Keeler); *Nicholas Nickleby*, 2 volumes, (Dickens); *The Earl of Aberdeen*, (Gordon); *The Earl of Beaconsfield*, (Froude); *The Earl of Derby*, (Saintsbury); *Viscount Palmerston*, (Marquis of Lorne); *Robbery Under Arms*, (Bulwer-Luttrell); *The Six-Nation Indians*, (Mackenzie); *The Sowers*, (Merriman); *Stanley and the Congo*, (Stanley); *Tennyson's Poetical Works*, (Tennyson); *Walden*, (Thoreau).

Case E.—*Abraham Lincoln*, (Leland); *The Animal World*, (Vincent); *The Plant World*, (Vincent); *The Family of the Sun*, (Holden); *Stories of Great Astronomers*, (Holden); *The British Navy*, (Stenzel); *The Cloister and the Hearth*, (Reade); *Chamber's Miscellany*, 4 volumes; *David Copperfield*, (Dickens); *Havelock*, (Forbes); *Rodney*, (Hannay); *Warwick*, (Oman); *Frederic the Great*, (Brackenbury); *Henry Esmond*, etc., (Thackeray); *Haroun Al Raschid*, (Palmer); *The Lovers of the Woods*, (Boardman); *Macaulay's Essays*, 3 volumes, (Macaulay); *Montcalm and Wolfe*, 2 volumes, (Parkman); *The Natural Law in the Spiritual World*, (Drummond); *Old Red Sandstone*, (Miller); *Progress of Invention, 19th Century*, (Byrn); *Gladstone*, (Russell); *Lord Melbourne*, (Dunckley); *Perveril of the Peak*, (Scott); *Uncle Tom's Cabin*, (Stowe); *Vanity Fair*, etc., (Thackeray); *Venetian Life*, (Howell); *Westward Ho*, (Kingsley); *Wilson's Tales of the Borders*, (4 volumes). Andersen—*Contes Danois*—(Yan' Dargent); *Adventures De F. Cortes*, (Lebrun); *Cinq Histoires*, (Merat); *Choix De Contes Contemporains*, (O'Connor); *La Fontaine—Choix De Fables*, (Thirion); *La Roman D'un Jeune Homme Pauvre*, (Feuillet); *Mermee Colomba*, (Cameron); *Paul et Virginie*, (Kuhus); *Silvio Pellico*, (Wuillez); *Recits D'un Alsacien*, (Dubois); *Sous La Neige*, (Porchat); *Travers Le Zanguebar*, (Le Roy).

Case F.—*About the Weather*, (Harrington); *Curious Homes and Their Tenants*, (Beard); *In Brook and Bayou*, (Bayliss); *The Story of the Fishes*, (Baskett); *Agriculture*, (James); *Black Beauty*, (Sewell); *The Choir Invisible*, (Allen); *Canadian Essays*, (O'Hagan); *Chambers' Miscellany*, 4 volumes; *David Copperfield*, 2 volumes, (Dickens); *Pickwick Papers*, 2 volumes, (Dickens); *Clive*, (Wilson); *Nelson*, (Laughton); *Napier*, (Butler); *Wolfe*, (Bradley); *Cardinal Wolsley*, (Creighton); *Henry VII.*, (Gardner); *Queen Elizabeth*, (Beesly); *William III.*, (Traill); *The Great Boer War*, (Doyle); *History of England*, 5 volumes, (Macaulay); *History of the North West*, 3 volumes, (Begg); *A Kentucky Cardinal*, (Allen); *Conspiracy of Pontiac*, 2 volumes, (Parkman); *A Half Century of Conflict*, 2 volumes, (Parkman); *Judas Maccabaeus*, (Candor); *Marie Antoinette*, (Tyndler); *Sir John Franklin*, (Beesly); *Sir Richard Whittington*, (Besant); *The Newcombes*, (Thackeray); *Pendennis*, (Thackeray); *Roundabout Papers*, (Thackeray); *The Virginians*, (Thackeray); *Wilson's Tales of the Borders*, 4 Volumes.

Case G.—*The Hall of Shells*, (Hardy); *Stories from Arabian Nights*, (Singleton); *The Story of the Birds*, (Baskett); *Story of Rob Roy*, (Scott); *Agriculture*, (James); *Auld Lang Syne*, (Muller); *Black Beauty*, (Sewell); *Canadian Essays*, (O'Hagan); *Cardinal's Snuff Box*, (Harland); *Chambers' Miscellany*, 2 volume-; *David Copperfield*, (Dickens); *Domestic Science*, (Hoodless); *Eleanor*, (Ward); *Emerson's Essays*, (Emerson); *English Wayfaring Life, 14th Century*, (Jusserand); *Dundonald*, (Fortesque); *Montrose*, (Morris); *Rodney*, (Hanning); *Warren Hastings*, (Lyll); *Edward I.*, (Tout); *Henry II.*, (Green); *Peel*, (Thrusfield); *William the Conqueror*, (Freeman); *Famous Men and great events, 19th Century*, (Morris); *Felix Holt*, (Eliot); *Fifteen Decisive Battles*, (Creasy); *Forage Crops*, (Shaw); *Ivanhoe*, (Scott); *Laura Doone*, (Blackmore); *Lords of the North*, (Laut); *Modern Painters*, 2 volumes, (Ruskin); *History of the North West*, 3 volumes, (Begg); *Old Creole Days*, (Cable); *The Old Red Sandstone*, (Miller); *The Oregon Trail*, (Parkman); *Pioneers of France*, (Parkman); *Paul Kruger*, (Stratham); *Secrets of the Woods*, (Long); *The Story of Creation*, (Clodd); *Christmas Books*, etc., (Thackeray); *Paris Sketch Book*, (Thackeray); *Walden*, (Thoreau); *Wilson's Tales of the Borders*, 4 volumes.

Case H.—The Beauties of Nature, (Lubbock); By England's Aid, (Henty); Canadian Essays, (O'Hagan); Captain Cook, (Besant); Charles XII. of Sweden, (Browning); Clive, (Wilson); Colin Campbell, (Forbes); Constitutional History of England, (Hallam); Curiosities of Bird Life, (Dixon); Bleak House, 2 volumes, (Dickens); Child's History of England, (Dickens); Christmas Books, 2 volumes, (Dickens); Little Dorrit, 2 volumes, (Dickens); Miscellaneous, American Notes, (Dickens); Old Curiosity Shop, 2 volumes, (Dickens); Oliver Twist, (Dickens); Our Mutual Friend, 2 volumes, (Dickens); Sketches By Boz, (Dickens); The great Boer War, (Doyle); Harold's Explorations, (Troeger); The Insect World, (Weed); John Halifax, Gentleman, (Mulock); Napoleon, (O'Connor); Outline of the Earth's History, (Shaler); Oliver Cromwell, (Harrison); Our Favourite Song Birds (Dixon); Pictures from the Life of Nelson, (Russell); Pitt, (Lord Rosebery); The Story of our Planet, (Bonney); Adventures of Philip, etc., (Thackeray); Burlesques, (Thackeray); Christmas Books, etc., (Thackeray); Henry Esmond, etc., (Thackeray); The Newcombes, (Thackeray); Paris Sketch Book, (Thackeray); Pendennis, (Thackeray); Roundabout Papers, etc., (Thackeray); Vanity Fair, etc., (Thackeray); The Virginians, (Thackeray); Travel and Talk, 2 volumes, (Haweis); Uncle Tom's Cabin, (Stowe); Walpole, (Morley); Wellington, (Cooper); Wilkes, Sheridan, Fox, (Rae).

IV.—SCHOOL LIBRARIES.

In my report of last year I urged upon trustees the desirability of having school libraries established. Some progress in this direction has already been made and much credit is due Public School Inspectors who have drawn the attention of school boards and ratepayers to the importance of the question. Many teachers have enlisted the sympathy of parents and children in the matter, and in many a rural school the nucleus of a library has already been started. It will be gratifying should increased liberality result in a rapid increase of libraries for rural schools. The books selected should be carefully chosen, and the needs of the pupils should have first consideration. Perhaps in no matter connected with school instruction is the guidance of the teacher more urgently needed. Unless books are carefully selected, there is danger that the use of fiction, and that not of a very high order, will predominate. Unless the rural schools are supplied with valuable books there is lacking a valuable opportunity for refining the taste and enlarging the knowledge of the children. It cannot be repeated too often that one of the main purposes of the school is to awaken the love of reading, and thus give children the means of furthering their education after they turn to the active duties of life. Regarding "the relation of the school to libraries," the following extracts from an article by Dr. Charles A. McMurray, and published in the report of the Commissioner of Education for the United States, will pay a careful perusal:

"The centre around which cluster all the problems which relate to the reading habits of children is the public school. The family, in many cases, is doing more than the school, to be sure, but it is the school, after all, in the great average of cases, which must give the children a taste for books and an introduction to their proper use. It is only in exceptional cases that parents have knowledge and the means to supply children with suitable books, and, what is more important, with the right guidance and sympathy in making a close acquaintance with them.

We may well inquire, therefore, what the proper function of the school is in teaching the great body of children how to appreciate and use the best books. Within the last few years teachers have begun to realize that this is one of the few great privileges and duties of the school. To teach children how to read, so that they could make use of books, newspapers, etc., was once looked upon as a chief object of school work. We now go far beyond this, and ask that teachers lead the children into the fields of choice reading matter, and cultivate in them such a taste and appreciation for a considerable number of the best books ever written that all their lives will be enriched by what they read. This is one of the grand but simple ideals of the schoolroom, and lends great dignity to every teacher's work in the common schools. The most solid and satisfactory reasons can be given why this should be done in every schoolroom. These substantial materials of culture belong to every child, without exception. They are an indispensable part of that general cultivation which is the birthright of every boy and girl. The child that by the age of 14 has not read Robinson Crusoe, Hiawatha, Pilgrim's Progress, The Stories of Greek Heroes by Kingsley and Hawthorne, The Lays of Ancient Rome, Paul Revere's Ride, Gulliver's Travels, The Arabian Nights, Sleepy Hollow, Rip Van Winkle, The Tales of the White Hills, The Courtship of Miles Standish, Scott's Tales of a Grandfather, Marmion, and Lady of the Lake, the Story of Ulysses and the Trojan War, of Siegfried, William Tell, Alfred and John Smith, of Columbus, Washington, and Lincoln—the boy or girl who has grown up to the age of 14 without a chance to read and thoroughly enjoy

these books has been robbed of a great fundamental right; a right which can never be made good by any subsequent privileges or grants. It is not a question of learning how to read—all children who go to school learn that; it is the vastly greater question of appreciating and enjoying the best things which are worth reading. Judged on this standard of worth, the reading exercises of our schools have acquired a tenfold deeper significance, and all teachers who have looked into the matter have felt a new enthusiasm for the grand opportunities of common school education. There is no doubt, whatever, among intelligent people, that good literature is a powerful instrument of education. It is by no means the whole of education, but when the reading habits of children are properly directed, their interest in suitable books cultivated and strengthened, their characters are strongly tinged and influenced by what they read. If their minds are thus filled up with such stimulating thought material, and their sympathies and interests awakened and cultivated by such ennobling thoughts, the better side of character has a deep, rich soil into which it may strike its roots. So profound has been the conviction of leading educators upon the value of the reading matter of the schools for the best purposes of true education that the whole plan of study, and the whole method of treatment and discussion, as touching these materials, have been reorganized with a view to putting all children into possession of this great birthright.

Having insured a proper place and respect for this indispensable nucleus in which reading habits and tastes are to find root and grow strong, we may next enquire into the function of the school in giving children a proper opinion of the value and use of the great body of information books, history stories, geographical readers, travels, biographies, science narratives and descriptions, histories, current magazines, reference books, etc., which contribute so largely to a full equipment for life.

Within the last few years great progress has been made toward supplying the schools with a large quantity and variety of supplementary reading. The lessons in history, geography, and natural science are constantly enlarged and enriched by this sort of reading, to which children are freely referred in studying their lessons. This use of varied material requires greater skill upon the part of teachers, a wider range of information, and the ability to organize and unify these diverse sources of information with the regular lessons. But this kind of study, if carefully planned and skillfully executed, gives the boys and girls better materials of thought, more independence in using books, and a wider range of knowledge. It points directly to the library as a necessary and very efficient agency of popular education.

A small library is becoming indispensable to the teachers and pupils of the grammar school in carrying out the legitimate work of the school. In order to give definiteness to this idea of a small library, suppose it to consist of 500 to 1,000 books, containing the best classic stories, poems, biographies, histories, travels, novels, and books of science suitable for the use of children below the high school. The necessity for such a choice selection of library books is made evident by an examination of the children's present studies in history, geography, and science. History stories are now read in nearly every grade of the common school, to what is now generally known as the eighth grade. But now history stories are regularly used in all the grades, from the third to the eighth, inclusive. In the third, fourth, and fifth grades, or years, of the common school, stories are skillfully narrated by the teacher, discussed, and reproduced by the children. It is possible in this way to give them a very keen and hearty impulse toward biography and history . . .

Now, it is evident that a carefully selected library of the best books of this character should be found in every grammar school. There will be a considerable number of boys and girls in every school who will be well prepared by such school studies as we have just described for a profitable use of these books in private reading. Children in general cannot supply these books. The parents, in most cases, have neither the means nor the judgment for their proper selection. There should be no ambition on the part of teachers to make bookworms of children, and it is certainly advisable to avoid an indiscriminate and loose reading of many books. The teachers should not only give children a careful and appreciative introduction to a few of the best books, but they should also try to advise and assist children in forming profitable habits of reading. In occasional general

exercises before the whole school, and in private talks with the children, many a valuable hint may be given in regard to what books to read and reread, how to study out and appreciate the characters ; in short, how to assimilate what they get from books.

In geographical studies a change, somewhat similar to that which has taken place in history studies, has been brought about in the last ten years. Instead of the meagre outlines of geographical topics, and in place of the endless map questions and names for memorizing from the third grade on, we have begun to select instructive and interesting topics which are treated with a richness of detail, illustration, and description that awakens the best thought and interest of children.

Much of this work also has to be done in the early grades by the oral presentation of the teacher, and after a year or two of such home geography, by excursion and descriptive geography, by important topics, the children are prepared for making a good use of the geographical readers and books of travel, which have now attained great excellence and value. Here again it is necessary that the school library shall be well equipped with a careful selection of the best recent books.

It need not be feared that this method of study and use of books will lead to a superficial, fragmentary, or unsystematic knowledge, but it will require better class-room instruction on the part of the teachers, and more ability to organize knowledge derived from reference and other library books. Here again, as in history, quite a goodly number of the children may be lead on to excellent habits of voluntary and private study. Perhaps the best proof of the right instruction in the class-room is the tendency of children to extend their knowledge by later voluntary readings in the use of the library.

A short list of books will also indicate how enterprising our best book firms are in supplying what our libraries need in the way of geographical readers, travels, guide books, picturesque narratives, etc.

In the field of natural science there is a third great realm of study which has been lately brought under the direct jurisdiction of the schoolmaster. It is only within the last few years that any considerable number of schoolmasters and schoolmistresses have begun to appreciate what a glorious field of study has been opened to the common school. But books and libraries seem to stand in a different relation to nature study from that already ascribed in history and geography. In this case nature herself is the book to be studied, and no artificial book should come in between the observer and the leaves of nature's own book. Nature study, when properly managed in elementary schools, is a direct protest against the wrong use of books. By means of excursions upon the campus, in the fields, gardens and woods ; by experiments in physics and chemistry in the laboratory ; by watching birds among the trees, insects upon the pond, butterflies on the clover, trees in their blossoms and fruitage, the weeds by the roadside, vegetables in the garden, the children are acquiring the first indispensable impression and that happy enjoyment of the wonders and beauties surrounding them in nature without which all later study from books and scientific treatises is unreal and unmeaning.

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It will be seen from the preceding discussion that the purpose of the school, in addition to teaching children to read, is to give them a spirited introduction to the chief kinds of reading matter, to develop such tastes and habits of reading and consulting books that they will be disposed in their later years to make the best use of their power to read. The mere ability to read is of very little value ; in some cases it is a positive misfortune, when the reading matter is vicious and the taste for such demoralizing books is cultivated. When the children are ready to leave school, their self education will begin in earnest. One of the best things that the school can do is to launch people upon their independent life with a taste for good reading matter and a judgment sufficiently developed for selecting the right classes of books. The school library and the public library must furnish the chief opportunities for children in their later school years and during the years which follow school life for carrying out any plans of reading. The teachers and parents and the librarian, as far as possible, should come to an understanding and agreement as to what books they would recommend, and encourage children to read.

It is not uncommon for teachers and principals of schools to call together the parents and explain the character of our reading matter, the selection of proper books for

children, and the advantages of parents reading with their children. There is, probably, no one thing that can accomplish more in making the home what it ought to be than such home readings of books which are recognized by all as among the best. Fortunately, the parents will be benefited as much as the children for the books that we have had in mind are just as interesting and valuable to grown people as to children. They are books that do not lose their charm. Much has already been done in this direction; but vastly more must be done in the future. The home and the school properly working together can do a great deal in this way in creating a happy and healthful moral atmosphere which is most favorable to the development of strong and symmetrical characters. What has been done, therefore, is only a beginning of what should be done all over this land and for the children of all classes in myriads of homes. But to accomplish this, libraries must be numerous and well equipped, far beyond anything which is common among us now. The public library, with its well-stored shelves of choice books, becomes as necessary as a schoolhouse itself. The librarian, trained and cultivated, should know as well as the teachers themselves what books are suitable for school children and young people. Librarians, therefore, should not only be experts in classifying and cataloguing books, but they should be trained experts in estimating and selecting reading matter for educative purposes. Many of the professional librarians have already responded to this requirement, and a great deal has been done in some of our towns and cities, like Boston, Minneapolis, New York City, and smaller cities, to bring the public librarians into vital touch with school children during these years of educative growth and character-building.

A library should furnish a good collection of books in all the principal departments of study. In this way a child in the course of his education may widen out his knowledge and interest in many directions. For the sake of general, all-sided culture it is desirable that a child should be many-sided in his development, and yet a library may produce an excellent effect upon a child by giving him an opportunity for cultivating a strong liking for one limited class of books. It is a great and successful stroke of education thoroughly to awaken and interest a child in one branch of study, and to make him acquainted with a few of the masterpieces in this narrow field. This one enthusiasm may be enough to make a reader and student, while a child who has never required a taste for any one class of books will remain dull, and shallow, and commonplace. From this standpoint, a good library, even though it be not very large, may contribute efficiently to the educational growth of a variety of students.

In fact the library can do for the student what no school can do. It can furnish the opportunity for that fuller and richer study in any one branch of science in which the student has become deeply interested. The school of necessity covers all branches of study with about equal or impartial care. It cannot go deeply into any subject. The best it can do is to open up the subject and develop a healthy and hearty appetite for that kind of knowledge. But the library can furnish just that broader and select material which can develop a strong and permanent enthusiasm. The school can do little more than awaken an appreciation for a few masterpieces of forensic literature; but the library should contain all the great speeches of Burke, Fox, Chatham, Cicero, Webster, Sumner, etc., where the boys who have a special taste for this kind of literature can find the best in abundance. The same is true for those who have a taste for history, or art, or the drama, or fiction, or biology. "

V CONTINUATION CLASSES.

The provisions of the Public School's Act and the Regulations respecting Continuation Classes have evidently secured important advantages for children in many parts of the Province not provided with High Schools. The grants to those schools for 1901 were \$100, \$50, \$25, and \$15 for schools in grades A, B, C, and D respectively. The number of schools in the different grades were A-55, B-51, C-137, D-188. In many of the schools of grade A a second teacher, holding a First Class certificate or a High School teacher's certificate, was engaged during the year. In such cases an additional \$100 was apportioned. The County Council is required by statute to pay an equivalent to the School Board, and it is satisfactory to know that payments by municipal councils have been cheerfully made; indeed, in some cases, County Councils have paid grants beyond the minimum required by law.

As I pointed out last year, the larger Continuation Classes, especially those in Grade A, are to all intents and purposes High Schools. In some localities the trustees have

seen the wisdom of employing teachers holding university degrees, as well as certificates from the Normal College. In a few instances three teachers are now engaged, and the amount of work carried on is at least as extensive as that taken up in our smaller High Schools. These Continuation Classes have served to diffuse secondary education among the people of most parts of the Province. Doubtless it will appear an anomaly in having such schools regarded as Public Schools. The anomalous condition mentioned is of course due to certain historic developments, and it may be difficult to secure uniformity even though uniformity should be deemed in this respect desirable. To be more specific, it would appear strange that a school with two teachers engaged in the work of secondary education should be ranked as a "Continuation Class", while a school in a neighboring village with only two teachers doing exactly similar work should be ranked as a High School. It is reasonable to suppose that the former might just as well be organized as a High School under proper conditions. This is a matter, however, that would require legislation, the necessity for which does not appear to be urgent.

The impression that we can have too many High Schools or that too many pupils can aim to obtain secondary education has well lost any force it formerly possessed. To strive in any way to lessen the ambition of farmers' sons, or others, in their efforts to secure a High School education, will not receive favour in any quarter. An American educationist discusses this question in an article, which recently appeared in the Pennsylvania School Journal. His words are not out of place in this connection :

"The public High School is an institution established to supplement the elementary education of all classes, to make the individuals more alert, more progressive, more cultivated, more able to fill positions in the local life or in the state or in the nation, to discharge its duties as a sovereign citizen, or as an executor of the law, or as a judge of the right. Now most of our cities and boroughs have High Schools. What shall we say to the children of the farmer, the children of the miner, or the children of him who does not live in or near the centres of population? Shall we say to them, because they labor on the farm or in the mine, giving employment to three-fourths of the people of this great country, that their children must not enjoy the blessings of higher education? Are we going to widen the gulf between classes by making another division from an educational standpoint? The High School is an essential part of every township as a matter of safety to the Commonwealth, and if the people are not able to support a High School, such as we have in our towns, the state should see to it that they are established.

What will the township High School do for the rural districts? It will not only break down the barrier of class distinction in education, but it will give to the farmer an education which his position demands for its successful performance. While it may not teach the nature of the soil and all about how to cultivate flowers, plants and grains, it will give to the farmer boy a development of mind that will make it possible for him to make his own application. It will give him a broader view of his surroundings and of life in general. It will make him a better farmer and a better citizen. If for no other reason than this the township High School should be established, and established at once. But it will do more than this. It will provide a means by which he can go, if he desires, to any institution of learning in the land. It will give him a chance to enter any professional school from which, under present existing conditions, he is barred. No institution of learning will now suit candidates who have not at least a college or high school education. It will do more than this. It will make the home life of the country more like that of the city. It will make him more contented. The idea has long been exploded that we educate people beyond their sphere. The sphere of the American child to-day is not limited. It is what his virtues, his talents, and his energies can make it. Our country has been privileged to occupy among nations the happy place of a people destined to demonstrate the encouraging and fruitful truth that the born-rulers of mankind are not cradled in king's palaces. When Abraham Lincoln had lived and died, it was demonstrated beyond peradventure that out of the humblest places of the land might come powers which would command the reverent awe of mankind. If this is true in the domain of statesmanship, why is it less true in the domain of intellectual achievement? The idea that an elementary education is sufficient for the farmer is not true, never was true, and never will be true.

Now, what should be done? If we can prepare our High School graduates at home to become good teachers, what right have we to say to them, "You must go to a training school before you can teach." If we do not prepare them at home, the State will be robbed of some of its best teachers. Many of our graduates who have good health, fine minds and have special ability to teach, coming from homes of good, respectable citizens, and who make first-class teachers, could not enter the teacher's profession—thus becoming more useful to the community and to the State—because they are not able to attend a training school on account of their financial condition. Are we going to say to them, 'You must go to the factory and labor because you are poor,' and to others, 'You can become a teacher because you have money'? No, sir, we should do all we can for those at home, and give all an equal chance. You will find that most of the teachers in our graded schools to day are High School graduates, and the more we do for them after they have graduated and before they take their places as teachers, the better will be our elementary schools."

"A careful study of all the conditions involved seems to me to make it very doubtful whether the creation of a new class of high schools is the best way to reach the country pupils. The present tendency everywhere is for these pupils to find their way into the city and village high schools. If their tuition in these schools could be provided at public expense so as to multiply, enlarge, and strengthen such schools, we should have immediately in most States, the best solution of the problem before us.

The village high school needs the larger membership and the increased income from the attendance of rural population. It has been often remarked, too, that country pupils are on the average somewhat more devoted to study than the city pupils, and hence improve the student spirit and esprit de corps of the school. They usually make more sacrifices to attend, come farther or perhaps board away from home, and are generally less distracted by domestic and social interests. We see, therefore, that the high schools gain in income, attendance, and scholarship. All these reasons make it advantageous to the existing schools to furnish instruction for the rural pupils.

It is better also for the rural people to obtain free high-school opportunities at these schools. Convenience is an important consideration. It is as natural for the village or city to be the high-school centre as to be the trade centre of the surrounding country. As a rule the country people want the same kind of high schools as the people of the city. If the experiment is ever tried, it will probably be found that the separate schools of agriculture and housekeeping, established for country people only, will be but slightly patronized by the class for whom they are intended, while the greater number of bright, ambitious, country students will pass by the 'hay seed' schools to seek their training as they do now in the industrial, commercial, and literary courses of the city high schools. They know they are the peers of the city students, and they desire to demonstrate the fact. There is no divergence either of talent or of destiny that requires a separation of rural from city high school students.

I have heard it objected that the country people would under this arrangement have no part in the control and management of the high schools that train their children. I admit the force of the objection. In theory at least it seems at first glance a strong argument against the education of a part of the people in schools controlled by others.

Several points can be made in reply to this objection. First, there is no reason to suppose that the schools would be managed better, or even differently, if the rural population participated, nor is it evident that their interest in such schools would be greater. Again, any well-devised plan will include State regulation and approval of the high schools, in which approval of course the country people will be represented, and by which their interests in secondary education will be better secured than by direct control. And, finally, whatever slight disadvantages remain will be far overbalanced by the advantages already stated."—Extract in the report of the U. S. Commissioner of Education by H. R. CORBETT.

VI. HIGH SCHOOLS.

The statistical tables show that the High Schools of the Province continue to make substantial progress. The increase in the efficiency of those institutions during the last

fifteen or twenty years is so well known as to pass unnoticed. Doubtless the amendments to the High Schools Act of 1871, and again in 1891, have been the main factors in giving such marked impetus to the progress of secondary education. It may be well to call attention to the fact that previous to the first of these dates, the High Schools, or Grammar Schools as they were then called, received comparatively little financial support from municipalities, and were looked upon as institutions for the few boys who might enter upon professional pursuits. Before 1871 the courses of study were ill adapted to the requirements of the general student, and in most localities the Public Schools and Grammar Schools performed their work side by side, and the latter institutions simply catered to the wealthier classes. By having courses of study, allowing greater freedom, and meeting the needs of the masses of the people, the High Schools have grown in popularity, perhaps not excelled in any other country; and as a consequence, municipal councils have, as a rule, contributed liberally to their support. Not less important towards improving the efficiency of the High Schools has been the adoption of regulations requiring higher qualifications on the part of the teachers. Not only has prominence been given to high university attainments but a thorough course of professional training followed by two or three years' experience, is now exacted before the highest grades of certificates can be awarded. The mode of distributing the Legislative grant has had much to do with the increase of salaries, the erection of handsome buildings, and the equipment, with valuable libraries of reference apparatus, maps, etc. There is no doubt the regular official visits of the High School Inspectors, their reports to School Boards, and their frequent suggestions to the Education Department, have been important elements in bringing the High Schools and Collegiate Institutes to the exceedingly satisfactory position to which they have already attained.

It would be folly to rest satisfied with the conditions of any part of our educational system. We must remove any recognized defects and be guided to some extent, at least, by the educational trend in other countries, and the problems which modern conditions have forced upon us. Already I have referred to the necessity of carefully considering every proposed amendment to the regulations before making any changes. The courses of study will call for some modifications in the interests of the great body of students attending the High Schools. If many students who may be expected to follow the ordinary callings in life are giving attention to subjects mainly prescribed for intending matriculants, a remedy will doubtless have to be provided. It is just possible that some modification of the present requirements for the examinations for Junior Leaving Standing may secure the object in view. The demand for technical education is growing, but it would be unfortunate should the value of manual training or domestic science give rise to erroneous views regarding the value of the ordinary subjects of a High School course. It will doubtless be desirable to prescribe regulations for the distribution of such grants as may be made by the Legislature towards technical education. The appropriation for this purpose has created an interest among our High Schools and Collegiate Institutes in manual training and other departments of technical education. Up to the present the method of distributing the appropriation has been tentative. The encouraging results that have followed will justify the adoption of such regulations as will place the financial aid given on a fixed basis. It may also be well to consider if the time has not already arrived when the minimum qualifications for assistant High School teacher should be raised. The number of university trained students who are taking up the profession of teaching would show that the time is not distant when every assistant in a High School should be a graduate in Arts of a university.

It has often appeared an anomaly that the educational interests of a town should be under the control of several distinct Boards. In the United States, even in the largest cities, all the schools are managed by one Board of Education. It is evident where there are several Boards—Public School Boards, High School Boards, Technical School Boards and Library Boards—there must of necessity be greater difficulty in securing efficiency and avoiding unnecessary expenditure. A united Board prevents jealousies arising from different interests, does away with over-lapping of courses of study, and gives less difficulty to municipal councils in supporting the various educational interests. It is well to note that in the recent discussions in England there is a vigorous demand for placing elementary, secondary, and technical education under one Board, and a policy like that of the United States in this matter is urged more strongly there than in Canada. In Ontario

union boards, like those found in Hamilton, London, Kingston, Guelph, St. Thomas, etc., have worked well, and the ratepayers would not think of having one Board for High Schools and another Board for Public Schools. It is a fact, however, that separate Boards have worked exceedingly well in some parts of the Province, and it is better to give full freedom in the future, as in the past, to localities to settle the matter for themselves.

The demand for free High Schools is increasing. In my report of last year I drew attention to the liberality shown by the Americans in having their High Schools (at least in the Northern States) all free. It may be doubted whether we can hold our own in the industrial world if equal liberality is not shown by our citizens. The conditions in this Province, educationally considered, are about the same as in the United States, and it is doubtful if it is wise in any part of the Province to adhere to the policy of requiring fees for admission to our High Schools. The plan of exacting fees is scarcely in harmony with modern views of education, and is certainly not in keeping with the democratic tendencies of our times. It should be known also that the English public is unmistakably moving in the direction of free education. The famous Cockerton decision occasioned during the year intense discussion in nearly all parts of England, and it is doubtful if the people of England will not, before long, give the advantages of secondary education to the masses of the people, as it gave the advantages of elementary education thirty years ago. The friends of the so-called Public Schools of England, and the supporters of Church Schools, will naturally resist the educational demands of the times, but the upholders of free education, who are thoughtful students of history, will have little fear of the result. It is satisfactory to notice that High School Boards in some places in Ontario are abolishing fees for pupils of the First Form. Probably a step of this kind will soon lead to similar action regarding the pupils in other Forms. In any case, it is a matter that may safely be left to the localities concerned, but it is well for the Province generally to recognize the trend of events in connection with this question.

"The masses (in Germany) are debarred by higher authority from participating in the benefits of the secondary schools which they are taxed to support. Even in Germany there is not an entire satisfaction with the arrangement. The later reform movements indicate that the people at least wish to secure some form of instruction common to all the lower classes, which will enable all to pursue a higher course subsequently if pecuniary conditions permit. . . . The European system is distinctly a class system. Only those possessed of at least moderate means can hope to secure the benefits of higher education. Newsboys and bootblacks can never hope to rise above their station. The more we can do to strengthen the continuity between primary and secondary schools, the greater will be the strength of our educational system. By extending the benefits of education to all alike, as we are surely doing, we need not be troubled with Germany's hallucinations with a land filled with 'hungry candidates,' the result of over education."

—Secondary School System in Germany, by T. E. BOLTON.

"It is the age of experts, of specialists; no great undertaking is entered on now by intelligent men without employing a man trained in that particular thing. The function of the high school and of higher education is to train experts. The world is looking for high priced men. You can get 1,000 men to dig dirt or do other manual labour where you can find one competent to take charge of a great enterprise. You can recruit a whole army of privates more easily than you can find competent generals; just as readily buy 1,000 horses for \$100 each, while if you want one that is worth \$5,000 you will have to search for it. This has proved, not only in America but also in other countries, that it pays to spend these large sums in carrying on education. The principle behind it is a plain one. Probably all believe in it, but let us review the facts. Even those who believe strongly that blood tells, that the educated father and mother are much more likely to have children of unusual promise, must admit with the best students of political economy that the results of statistics and observation prove that, while heredity counts for much, the majority of the boys and girls of unusual gifts and capacity, the men and women of genius that make the success of localities and of nations are born among the laboring classes, because they outnumber the educated classes five to one. That is honest democracy. Whatever our theories and sympathies may be, that is the fact. A man who for lack of opportunity or incentive might have stayed in some little village and lived and died and done his work, but who goes out like Joseph Henry, or Edison, or

anyone of the hundred whose names occur to you at once, is of a value that cannot be measured in mere dollars to the community and to the state."—"The future of the High School," by MELVILLE DEWEY.

"A prevalent view is, that because in times past the 'three R's' constituted all elementary instruction, therefore any education which occupied itself with these would be sufficient. To suppose this, is, however, to close our eyes to the changes which have been wrought in the world, and to lose entirely the significance of such portions of our history as form the most constant theme of our conversation. The increased material prosperity which has sprung from the free development of creative activity has changed the conditions of our life, and with the changed conditions has come a change in the needs of education as well as in all the other institutions of society. Men see that in all true progress in manufacturing, the learned professions, and even theology, we need constant readjustment, but many seem to draw an arbitrary line separating education from these other interests. It must be remembered that as the individuals change, so do they modify all those institutions which are but the expressions of their will. Hence the reasonableness of an objection against any education which, however suitable to times past, is out of relation with times present. Owing to the diffusion of intelligence, and more especially to its application to machinery, skill is now becoming as essential as knowledge was in the times of our fathers. Whether with Cardinal Wiseman we dream of converting the artist into an artisan, or desire with many to secure to our children the ability and desire of earning a living and of contributing to the increase of accumulated wealth, whether this be spiritual or material; or if we take the stand-point of the so-called workingman, and desire a fair day's wages for a fair day's work; or desire to reduce the number of 'clerks' (using the word technically, as it is employed by our discourses upon political economy); or desire to see each man reach his highest development; in all these cases, and in all others that may be stated, we are called upon to face the fact that times have changed, and that we must change with them. The education which fifty years ago would have been generous no longer fits a man for the contests of life. The whole movement of physical science and the applied and mechanical sciences is toward a point at which the unskilled workman must disappear.

We frequently meet the suggestion that prominent men of the past were provided with but a scanty education preparatory to a useful influential life, and we do not reflect, as we should, that prominence is merely relative. If these men so distinguished in our histories, as revered in our memories, could be fairly brought into relation with our own times they would possibly lose much of their preeminence. Within our own knowledge many men of prominence in the generations just back of us need perspective for the preservation of their traditional abilities. Therefore we must inquire in regard to the education which we furnish, as to its sufficiency for the objects which justify its mere existence. Those who regard education as a right will admit that the right is valueless unless sufficiently extensive to pay for its assertion. It is upon this idea that communities have proceeded, even if unconsciously, in demanding home education for home talent whenever it existed to an extent sufficient to justify its development. Hence, in public schools, regarded as the people's schools (and carefully distinguishing the true people from the people of the demagogue, and with equal care from the people of the believer in political caste) it is reasonable, and indeed imperatively necessary, that a sufficiency of education should be furnished, notwithstanding the fact that many will, from the necessities of their individual life, be unable to avail themselves of these advantages."—"The Justification of the Public High School," by H. H. MORGAN.

"It may be in order to remark here that we are not now discussing the high-school question in general. The battle for the free high school has been fought and won. In every city and village the children of rich and poor alike have free access through the high-school portal to the wider and higher mental life, with its better preparation, not only for personal power, but also for social function, whether industrial, professional, or commercial. The people's verdict has been given and we shall not reopen the argument. Our object is simply to point out this very evident corollary—that the country boy is as rightfully entitled as his city neighbor to all these free privileges; and that there are even some reasons for urging his claims with greater emphasis. Yet, strange to say, with few and recent exceptions our whole country population has remained without free-school privileges beyond the elementary course as provided in the ungraded rural schools.

It is unnecessary to compare the importance of the high school with that of the college or the elementary school. There is no doubt that primary and higher education have received attention first in nearly all our States. As a matter of educational history, the secondary school has grown up first in the shadow of the college, to supply preparation for college courses. 'To fit for college' was its original purpose. The primary school has always stood upon its own utility; so has the college and the university. But it is only within recent years that the high school has been recognized as having within itself the reasons for its existence. Chief among these reasons, from the standpoint of society, is the discovery of genius. The great importance to the public of discovering those best fitted by nature to go on to higher attainments has been recognized ever since the days of Plato. Huxley declares that 'If the nation could purchase potential Watt or Davy or Faraday at the cost of a hundred thousand pounds, he would be dirt cheap at the money in the narrowest economical sense of the word.' What arithmetic can compute the possible unknown loss to society through all the past by failure to discover and develop the latent possibilities of genius?

There is every reason to suppose that many of these are to be found among the children reared in the more natural and normal conditions of rural life. From the standpoint of social utility a better case could probably be made out in favour of free high-school training for country pupils than for those in the city; but no such comparison is necessary, for only equality is asked; and equal opportunity for secondary instruction, irrespective of place of residence, is something so just and so imperative that its claims can no longer be ignored anywhere.

Huxley's famous ideal of the free school system, a ladder from gutter to University, has come near to realization in most of our American States. The free school's triumph over the fee school is all but universal; and we tell with just pride how even the child of poverty can make his way to the highest places in scholarship. But one part of the ladder still remains defective, and for rural communities absent altogether.

The American free school offers to practically all the people everywhere free instruction for children in the elementary grades. If the people are fortunate enough to live in cities or villages, their children have also free instruction in the secondary grades, since in all sections of the country free high schools are maintained in and for the cities. But the free school opportunities of the country boy and girl have generally come to an abrupt end with the elementary course. True, the State universities have offered them college instruction if they would somehow climb over the gap between the grammar school and the college.

One by one the remaining imperfections in our free school system come up for consideration and remedy. In their turn, we Americans attack our public problems in what seems to us the order of their importance and need. To some of us this question of secondary education for rural pupils has seemed to wait beyond its rightful time. But its hour has struck at last, and it is safe to say that few questions of educational administration have been receiving more general attention than this one, within the last few years. This attention has, however, been given with but little ostentation; and it will not be strange if some should express surprise to hear it ranked among the prominent educational problems of the day. Each State seems to have attacked the problem in its own way and with little regard to what other States were doing. The movement has received its impetus less from the great educators of the nation than from the teachers and people of the several States. Thus, almost unknown to each other, impelled by inward conditions rather than by theories impressed from without, a dozen States have been seeking some way to fill in for their rural pupils the high school rounds of the free school ladder."

—"Free High Schools for Rural Pupils" by HENRY R. CORBETT, Chicago.

VII. TECHNICAL EDUCATION.

The addition of Domestic Science made to the school programme in 1899, marks another epoch in the development of education in Ontario. The organization and equipment of the Normal School of Domestic Science at Hamilton has enabled several young women to prepare themselves to teach the subject. Through the liberality of Mrs. Massey-Treble, another institution for the training of teachers in this department has

been established in Toronto. This institution—The Lillian Massey Normal Training School of Household Science (formerly The Victor School of Household Science and Arts)—has been planned to some extent on the basis of the Normal courses followed at Drexel Institute, Philadelphia, and Pratt Institute, Brooklyn, and embodies the advanced methods of this department as taught in those distinguished institutions. Domestic Science is also taught in connection with the Young Women's Christian Association and the Young Women's Christian Guild, Toronto. In the Toronto Technical School a forward step has also been taken in providing an excellent course in Domestic Science. Already several of the Public School Boards are taking the initiative in the matter. This subject is taught or is about to be taught in Hamilton, Stratford, Kingston, Brantford, Renfrew, Ottawa, Woodstock, etc. A kitchen has been equipped for the purpose in the London Normal School. It may be expected before long that the large towns and cities, at least, will provide instruction in Domestic Science.

Doubtless the cost of equipment and the salaries of competent teachers have made Boards hesitate to provide facilities for the teaching of Domestic Science. It is hoped, however, that the expenditure required will not long stand in the way, and that a better knowledge of the science of education will remove some of the hindrances, to its introduction. It is yet erroneously assumed in many places that a knowledge of the affairs of life should be gained after the school days are over, and that when a child leaves school she is presumed to throw aside her books and to acquire a knowledge of what pertains to household affairs. The educational outlook will be brighter when there is a closer connection between the school and every-day life. Too often there is a disposition to regard the introduction of industrial pursuits as utilitarian, or even menial. It is to be hoped that a readier recognition will be given to that kind of training in the Public Schools, which will have a direct application to industrial life. The break between the school life and the home life of girls will then, to a larger extent, disappear, and that isolation of the school from society, which many leading educationists deplore, will no longer be so apparent.

It is evident the traditional methods of instruction have also much to do with the delay noticed in adding Domestic Science, as well as Manual Training, to the school programme. Laboratory methods have largely revolutionised systems of instruction. The library alone no longer affords the best means of obtaining a practical education. The laboratory, already valuable in the departments of higher education, should receive due recognition in elementary schools. Is it not possible that our views of education are too largely dominated by the mediaeval conceptions of learning? There is too great a tendency, even yet, to regard the imparting of knowledge as the main duty of the teacher. Since the time of David P. Page the "pouring in" process may be less prevalent, and yet the danger has not disappeared of regarding the acquisition of knowledge as the chief purpose of the school. Children should be trained to do, to create, and to produce, and to apply their information even before the school days are over. A knowledge of the materials they handle, the forces they are to direct and the articles they are to produce should receive more attention. Too often the vast fields which natural science has brought to view within the last one hundred years are largely ignored, or if they receive recognition, this recognition is supposed to be obtained by means of books. It is now well recognized among educationists that to give lessons in "nature study," or in the elementary portions of the sciences which pertain to household affairs, cannot be accomplished without laboratory equipment. The laboratory equipment for Domestic Science is not extensive, but it is, of course, essential.

It may be assumed that the school curriculum of a century ago will not do for to-day. The human capacity has its limitations, and, therefore, if modern subjects are to have a place on the school course, some readjustment of the programme is necessary. The time has gone by when only those in the higher walks of life should be educated. Every section of the community has its claim to knowledge and culture. Few women, however, can be released, nor is it desirable that they should be released, from duties pertaining to the household. Under these circumstances, it goes without saying that the mistress of a home should not be ignorant of the most elementary knowledge of Domestic Science, even though she may be in a position to depend upon servants for the care of her home. It is not too much to claim, that every woman should understand cooking, sewing, laundry work, home decoration, etc. If Domestic Science is taken up in the Public Schools in our

cities, a marked improvement may be expected to follow in the conditions of Canadian homes. The habits and tastes of girls, if improved, will produce increased interest among parents in the education of their children. The practical economy that will be cultivated regarding domestic affairs will, in itself, more than compensate for the small outlay to be incurred.

In other departments of technical education, the attention given to the subject by the public is also encouraging. The attendance at the School of Practical Science, which has made such great progress since its establishment, has warranted an increased expenditure for its equipment and maintenance. To this institution the Province will necessarily look for efficiency in the higher departments of applied science or technical education. The development of the new parts of Ontario, and the growth of our industries generally, make it essential that an institution, which has specially in view the material welfare of the country, should be liberally supported by the Legislature. It is, however, between the lower and the higher institutions of learning that the break in training in what may be deemed practical in character, is most apparent. The Kindergarten and the School of Practical Science should have the missing links supplied. Unfortunately when the child after passing through the Kindergarten enters upon the Public and High School courses his attention is usually diverted from the kind of training he has been receiving and his time is mainly occupied with the acquisition of knowledge. In the Public School and High School, as well as in the Kindergarten and School of Practical Science, there should be afforded facilities for becoming practically acquainted with the ordinary agricultural, mechanical and commercial pursuits. To supply these wants, Manual Training and other departments of technical education have been added to the school programmes.

In addition to what has been done through the liberality of Sir William Macdonald, and the instrumentality of Professor Robertson of Ottawa, several School Boards have taken steps to move in harmony with the general trend of educational development. In some towns and cities, schools are already in operation, and in other places it may be expected classes will be established by the end of another year. Among those cities and towns where Manual Training is now taught may be mentioned, Toronto, Kingston, Brantford, Stratford, Woodstock, Renfrew, Brockville and Ottawa. In Brantford and Stratford commodious buildings have been provided for Technical Education.

As in the case of Domestic Science, there is no doubt that the cost of buildings, equipments, and salaries of competent teachers, stands in the way of greater progress. It is nevertheless true, that the reluctance to depart from the long established programmes of study is the chief hindrance to the development of technical education. Reforms in education as a rule come slowly, and doubtless conservatism often serves a good purpose in preventing the hasty introduction of subjects which sometimes turn out to be mere fads. In the matter of technical education, however, the experimental stage in this department has already passed if we are to be guided by what has been done in Germany, France, England and the United States. It is just as well to admit that in the matter of practical or industrial education, there is great need of progress in Ontario. The resources of our Province are great, and the young men trained in our schools should be prepared to take their part in its development.

The impression also lingers in many quarters that Manual Training is simply of economic value. Its benefits as a valuable means of education are not sufficiently understood. This is doubtless largely due to the fact that other subjects have held the entire field too long. In ordinary school work, the child's hand is not sufficiently cultivated and the education of to-day stultifies itself in seeking to work through instruction and by the acquisition of knowledge. The pedagogical truth, of "knowing by doing", has slight recognition, and though insight is fostered, the will is not sufficiently trained. Indeed it is not too much to say that too often the intellect is pampered, and that the cultivation of a well-balanced and self-reliant nature is largely neglected. The educational reform introduced by Pestalozzi, in the principle of observation, is seldom completed. The demand he made in the name of education, can only be properly filled, at least in cities, by instruction in Manual Training, which affords the child training in observation and attention. The pupil is led from observation through practical work to actual experiments, and thus reaches the principle of instruction which lies at the root of true educational progress. It is only in directions of this kind that the education of our schools can be made to bear the best fruit. When children are afforded the opportunity of observing

and learning by experience, and in shaping and producing by the exercise of their own powers, the mental development secured will be more valuable than when the training is entirely confined to that which is obtained from books.

It is evident the foundations of technical education must be laid in our Public Schools. In other words, the break already referred to will not be fully supplied by having technical education taken up in our High Schools and having the training of the hand and the eye neglected in the Public Schools. The Austrians and Germans realized this view in 1873 when they found their trade had declined, and when they felt they must keep abreast of other nations. Technical schools in those countries were fitted for various trades, but it was soon discovered that the students who came to these schools were most inadequately prepared. They had no training in drawing, and could neither see nor set to work aright. A distinguished authority on the industrial condition of Austria pointed out that scholars should be prepared in the elementary schools before admission into the technical schools. He contended that unless Manual Training were taken up in the elementary schools, it would be like trying to erect "a Colossus on feet of clay". He contended that the teaching of manual dexterity in public elementary schools must be the broad foundation upon which the monument of trade was to be built. He also urged that in order to be able to compete in the market of the world, "the dead word should be forced in some degree to give place to the living deed". Germany has had a similar experience. Those who remember the character of the Exhibition in Philadelphia in 1876 and compare the exhibits of that nation at the World's Fair in 1893 will recognize the revolution which has been the result of altered views in education. The imperfections of German industry a quarter of a century ago have been surprisingly removed by the establishment of Manual Training Schools. The social conditions of Europe should not, however, in this connection be overlooked. The class distinctions of Germany give rise to differentiations in the matter of education, which are neither possible nor desirable in this country. The boys intending to enter the professions, as well as those who will follow mechanical, agricultural and commercial pursuits, must be trained in the same Public and High Schools, and hence the break in so called practical education must be remedied in the Public Schools. It thus follows that there should be no omission of subjects leading to industrial pursuits in elementary, secondary or higher education. Schools, elementary or advanced, must not be allowed to foster knowledge one-sided in its character. They must all give opportunity for cultivating the power of "doing". In this way there will be no marked dividing line between skilled and unskilled labourers. It will become the object of artisans, no matter how humble their pursuits may be, to perform their work with skill, taste and ambition. This object cannot be secured simply by the foundation of technical schools, whilst the elementary schools continue to give what is to some extent an education of a one-sided character. In the Public Schools children should be taught to use their hands to develop the sense of form, and to have their hearts filled with the love of work. In this way only will the work of technical schools be founded on a solid basis, and the establishment of trade schools, which would not be received with public favour, will not call for attention as it does in some aristocratic countries; indeed, the words of the French educationist, M. Ferry, meets the situation. Referring to the general training of the hand and eye, he said, "The prominent character of Manual Training is that it is not mere technical instruction in a definite trade or profession; it is a training in manual dexterity without specialization to any particular craft."

May it not be inferred that much of the disposition which is shown by some boys to shun physical activity is due to a wrong conception of education? Constantly the book alone is placed in the child's hand as a means of education, but he is not taught in school to use the hand, except perhaps in writing and drawing, and, therefore, he considers its functions as inferior to those of the brain. The tendency to regard manual work as only meant for meaner intelligences becomes tacitly assumed as the boy advances in life. The false conception of education thus fostered loses in the interests of economic life much valuable intelligence. The tendency to disparage practical work becomes rooted and exercises a pernicious influence upon the choice of life's work. There is a rush to head work, whilst the demand for intelligent hand work is never fully met. If the training in school is one-sided it perverts the interests of boys in the various callings, and an unhealthy social condition and recognized social dangers come to the front. The masses

of the people must necessarily follow the more humble walks of life, but it does not follow that the masses of the people should be ignorant. They should not only understand the ordinary duties of citizenship, but should have marked skill in the performance of what pertains to their pursuits. The interests of society require that not only should there be a proper appreciation of labour, but that the different classes of society should live together in peace, esteeming and respecting the work of one another. On the common ground of Manual Training, the rich and the poor in our Public Schools can meet on a friendly footing, and those whose different positions in life too often induce disregard or even mutual antagonism would be reconciled and enjoined in greater harmony. It should not be forgotten that in many cases the unskilled work done in factories is significant of a very low level of mechanical labour. The monotony of life in machine shops turns out vast masses of material, but the occupation fails frequently to inspire a love of work. It is reasonable to hope that the introduction of Manual Training will do much towards reconciling social customs and soften social prejudices.

In this connection it is appropriate to notice the action taken by the Legislature in providing, by a liberal expenditure, that the science departments of the University may hereafter receive special attention. Apart from the wider scope which the University may be able to assume in other departments, it is fitting that the modern demands which science has made should not be overlooked. The advancement of science has during the last few decades revolutionized nearly all our industries, and if we are to hold our own as a people, the altered conditions must be recognized. The duty is more apparent when the value of our resources is taken into account. The abundant opportunities which the Province has for a forward movement in agricultural, mechanical, mining and lumbering operations will justify increased attention to those subjects of education which have particularly to do with what very materially concerns nearly all classes of our population. On this account instruction in science (pure and applied) should not only receive increased attention in the elementary and secondary schools, but also in the University and the School of Practical Science. The conditions fully justify the Province in assuming the responsibility of meeting expenditures heretofore borne by the University.

VIII. CONCLUSION.

There are several other topics pertaining to the welfare of our schools that have been engaging the attention of the Education Department. Among them is that of the "Consolidation of School Sections," which has also received some discussion in the public press. Through the kindness of the authorities of Pennsylvania, I was enabled to furnish the Inspectors and Members of the Legislature with an important report on the question as it affects the rural districts of that State. It is quite probable that the most prudent steps, for the present at least, towards Consolidation in Ontario, would be for school sections in the neighborhood of a town or village to unite in supporting Continuation Classes.

It is satisfactory to learn that increased attention is given in rural schools to "Nature Study," and that pupils receive much instruction in elementary natural science. A deeper interest in the development of agriculture and other industries is manifest.

The formation of Cadet Corps in connection with our High Schools and Collegiate Institutes has had an excellent effect upon those institutions. The number of Corps formed has increased, and has fully justified the expenditure incurred.

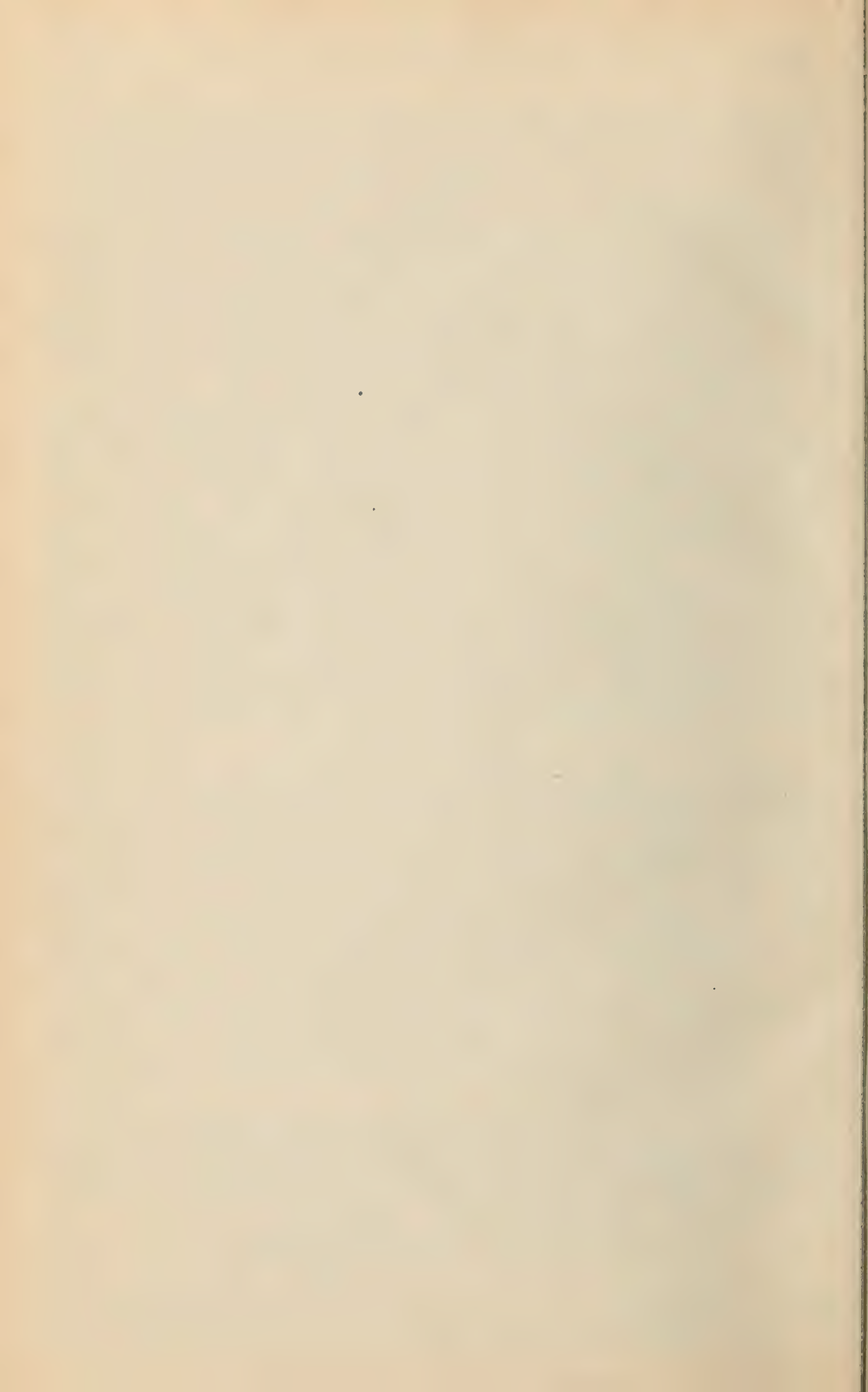
To improve the status of the teacher should still be regarded as the most important question for future consideration.

In order to have the statistics of our High and Public Schools brought as soon as possible to the attention of the Legislature, the Annual Report is divided into Parts I. and II. The information to be given in Part II. will consist of several valuable reports, together with some statistics not available until after the close of the year. This portion of the Report will also be published at as early a date as possible.

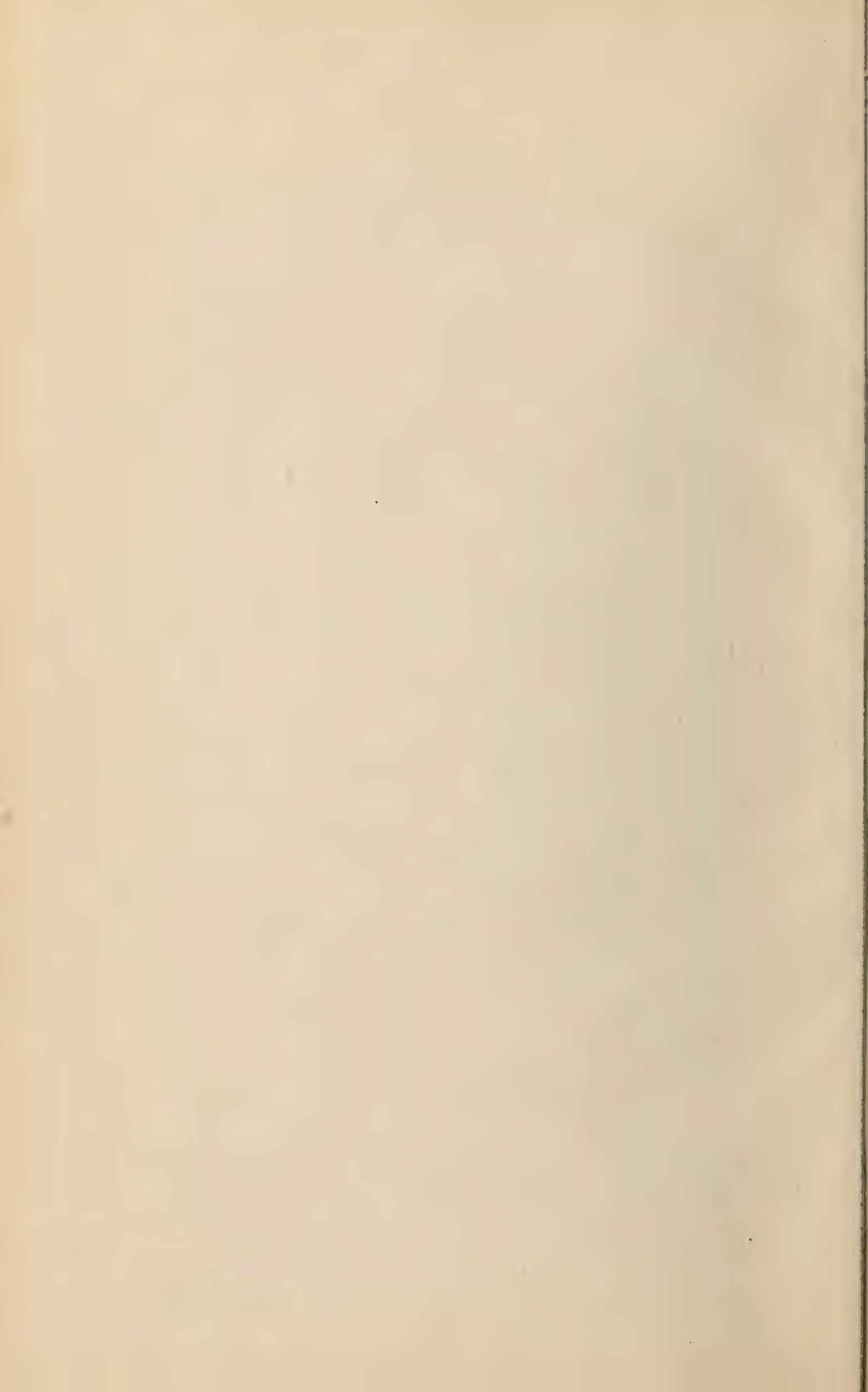
I have the honour to be, Sir,
Your obedient servant,

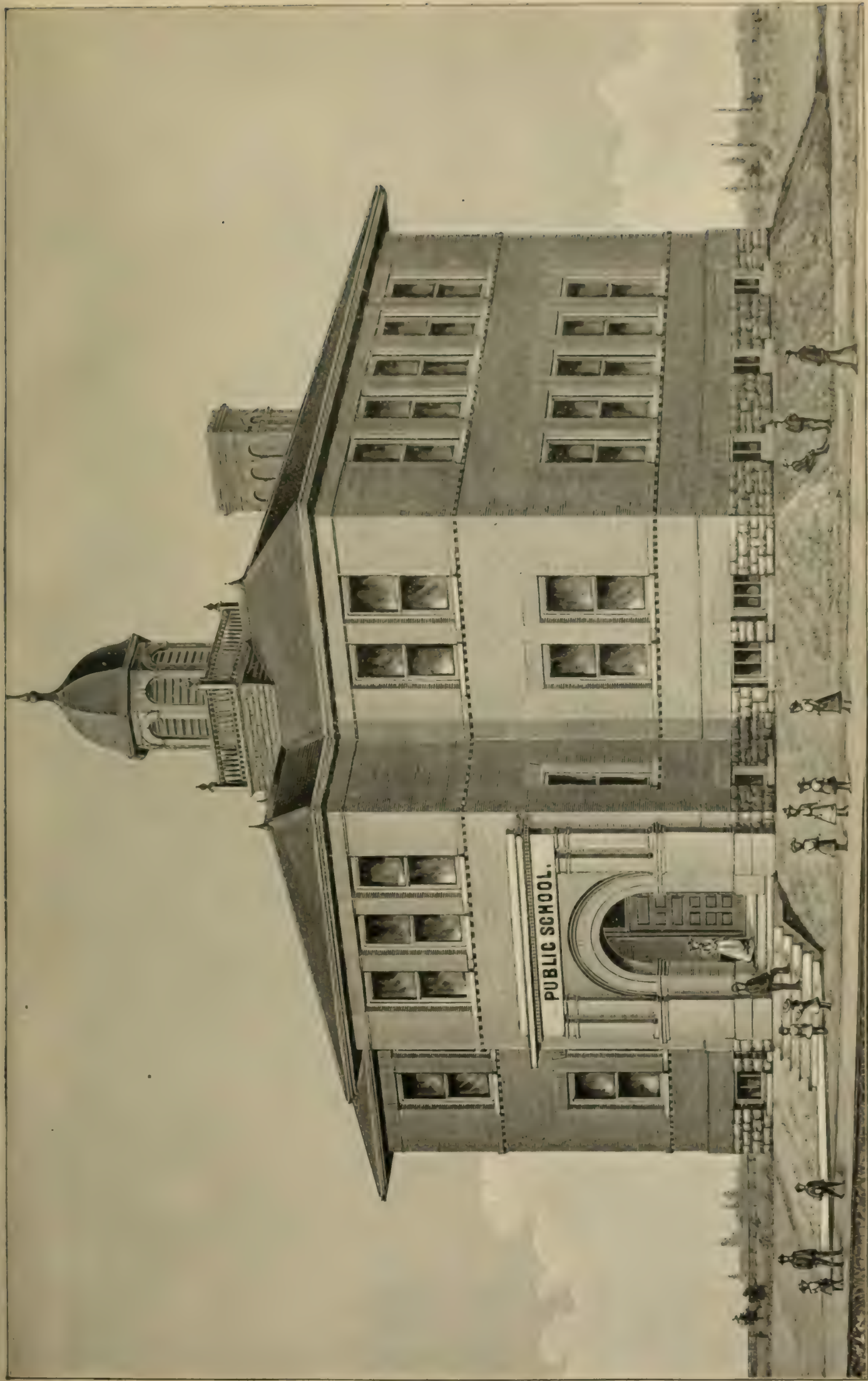
RICHARD HARCOURT,
Minister of Education.

EDUCATION DEPARTMENT,
Toronto, January, 1902.





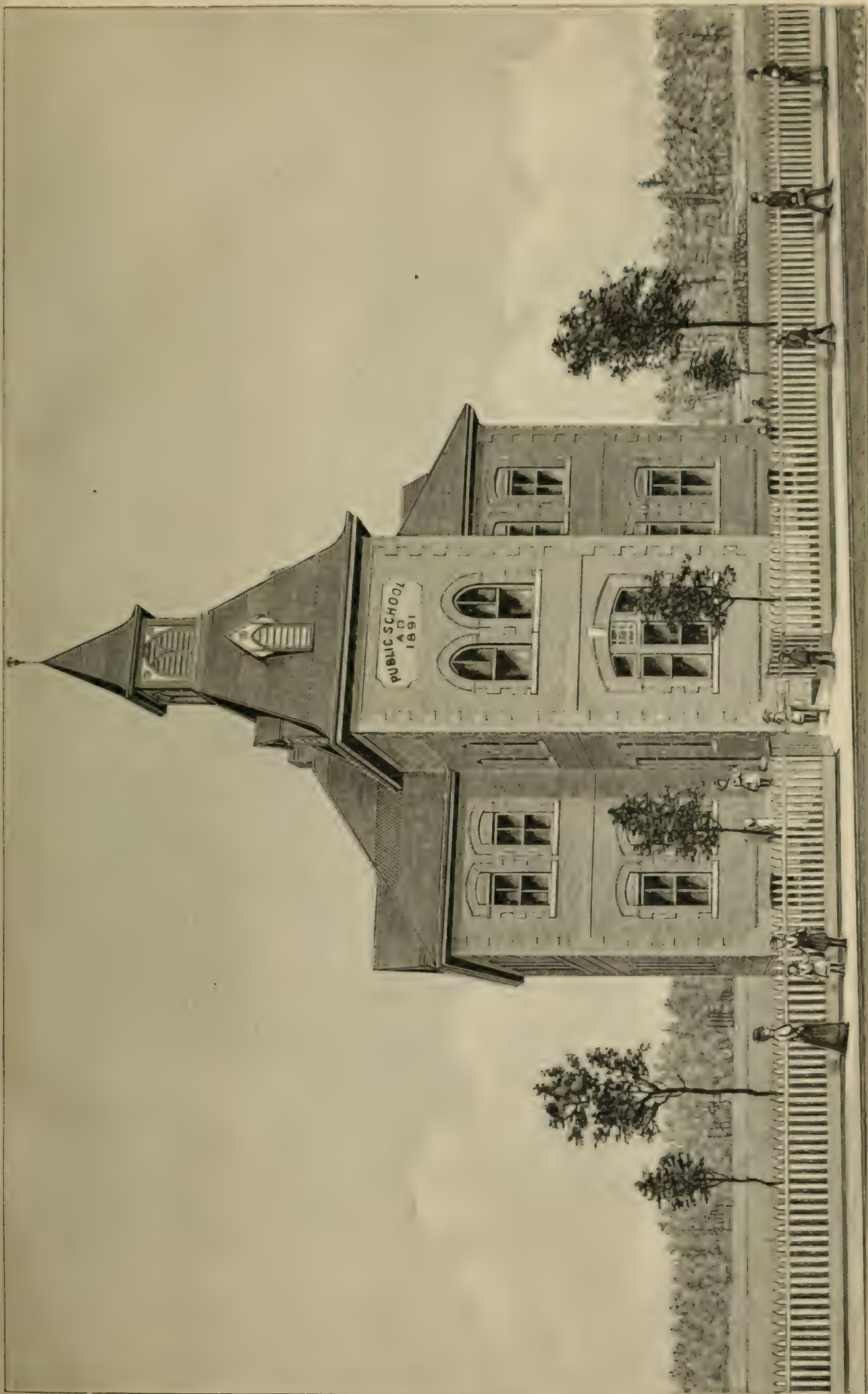




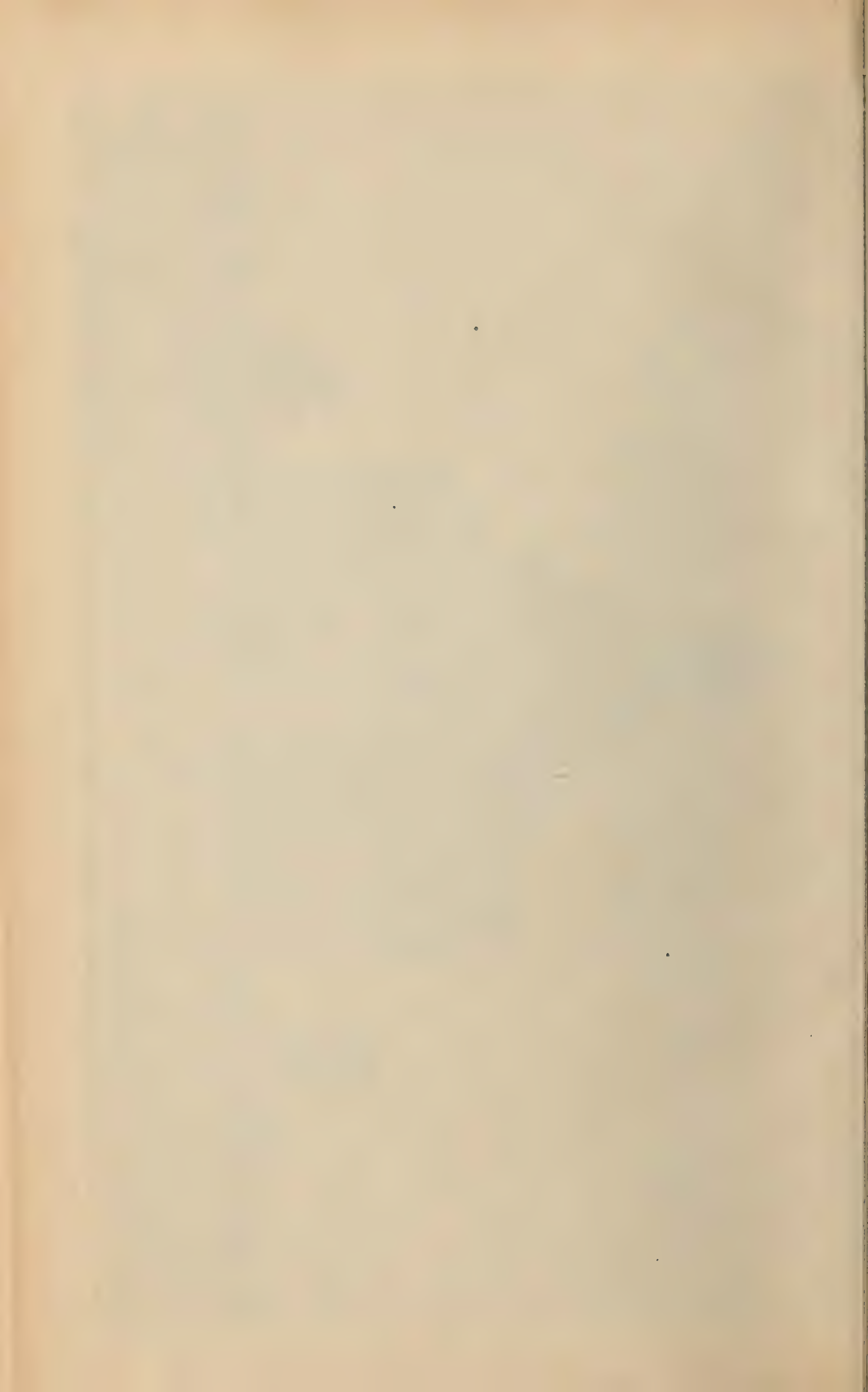
FORT WILLIAM WARD PUBLIC SCHOOL. (Used for the High School.)

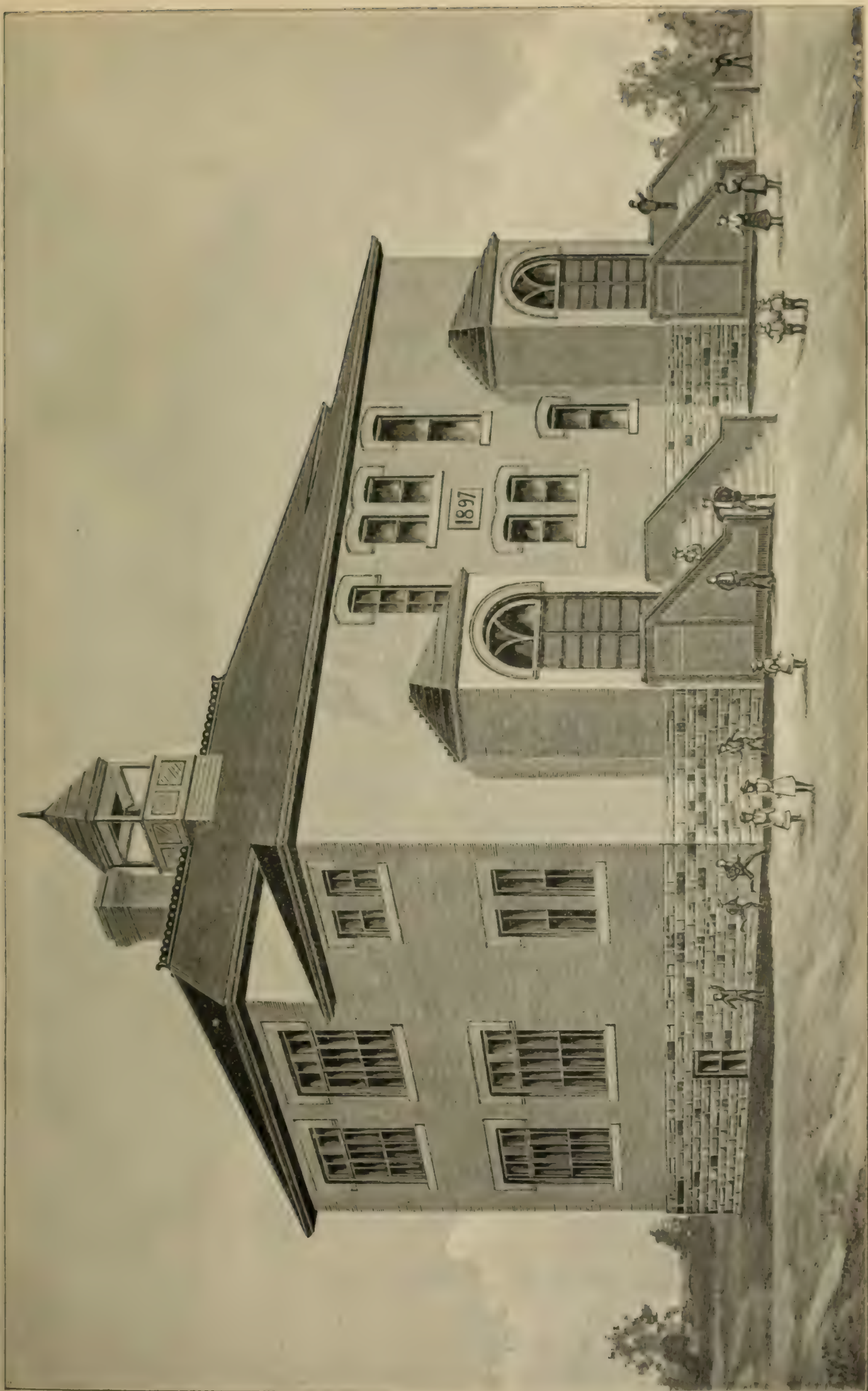


SAULT STE. MARIE CENTRAL PUBLIC SCHOOL.

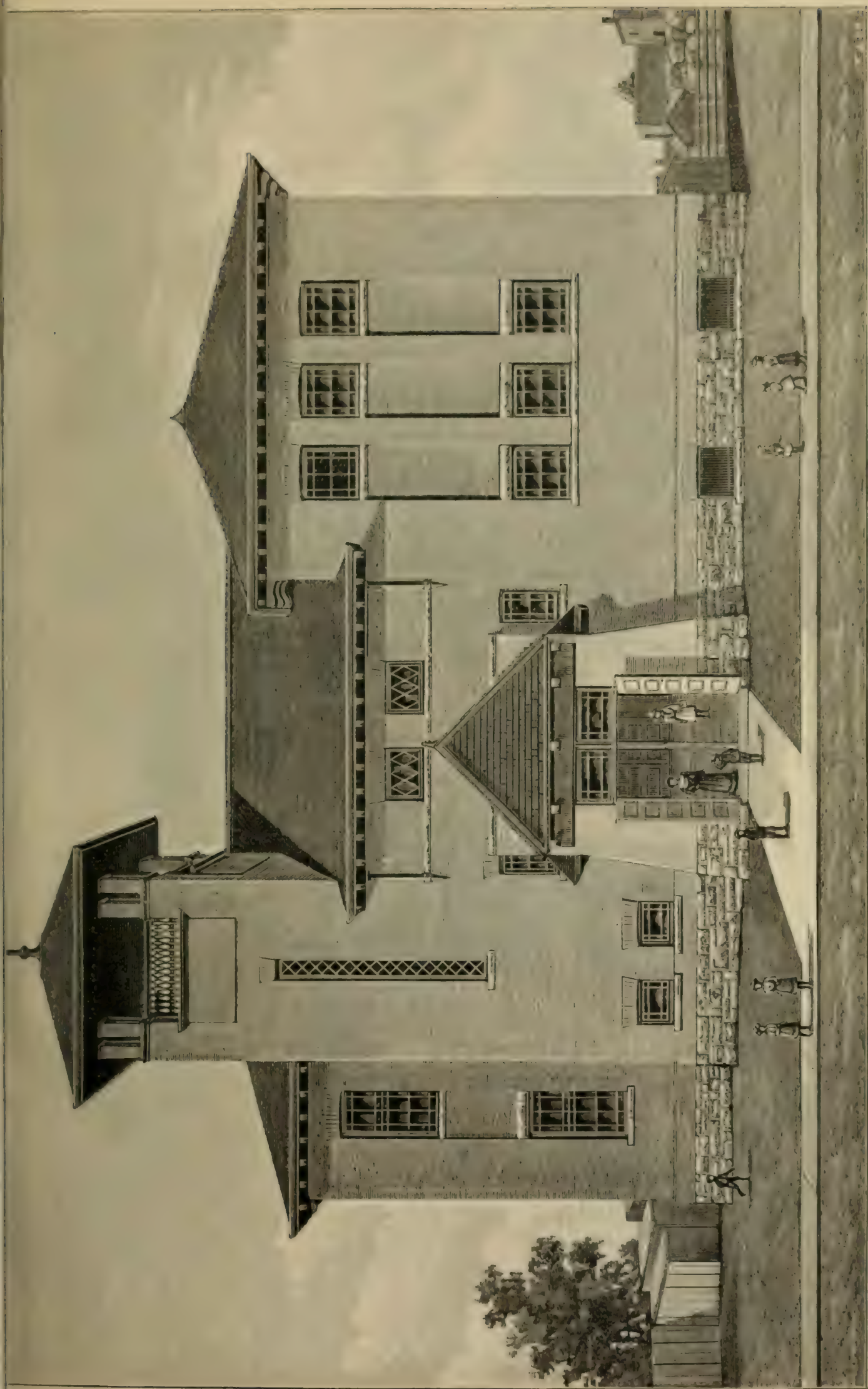


NORTH BAY PUBLIC SCHOOL.

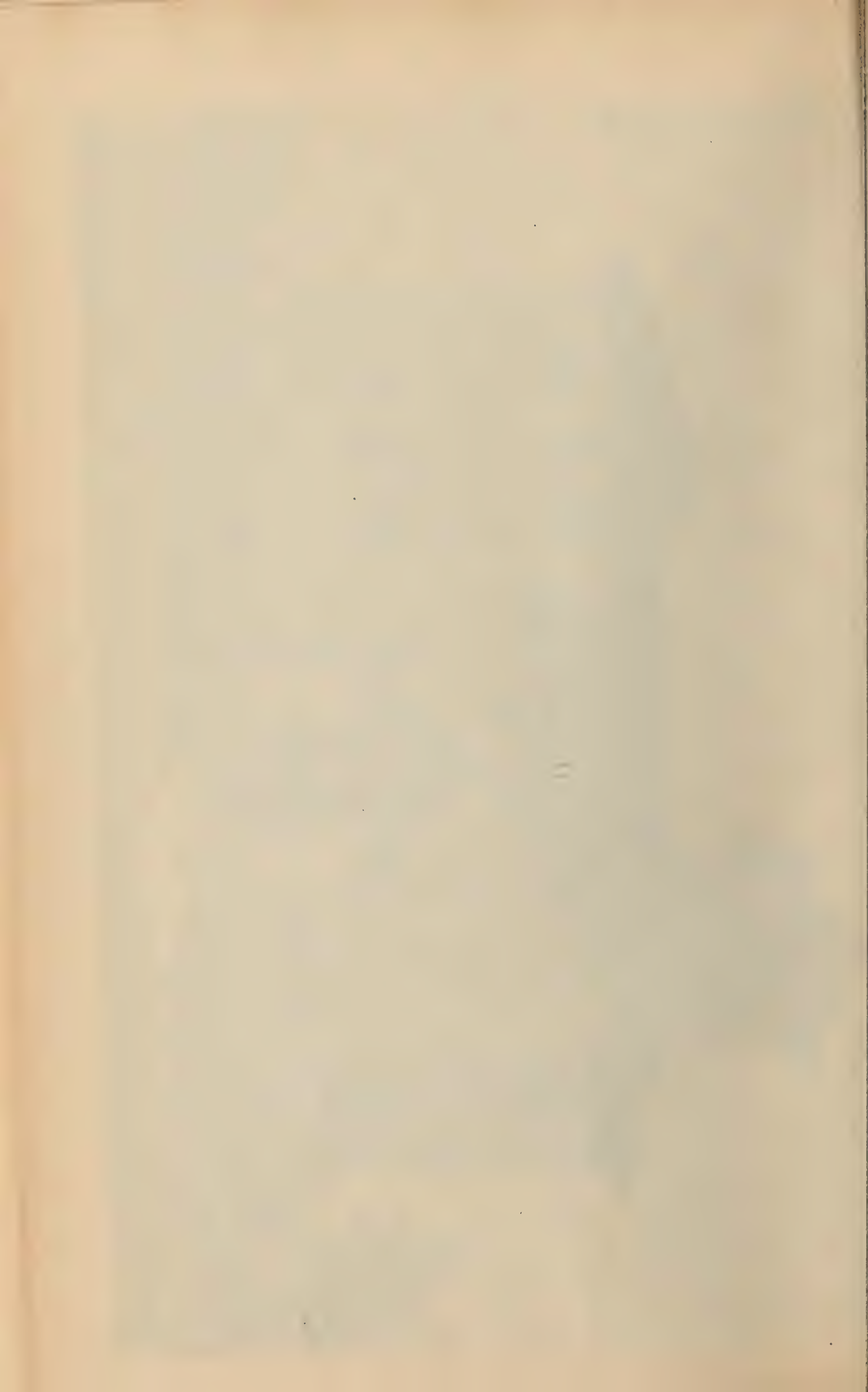


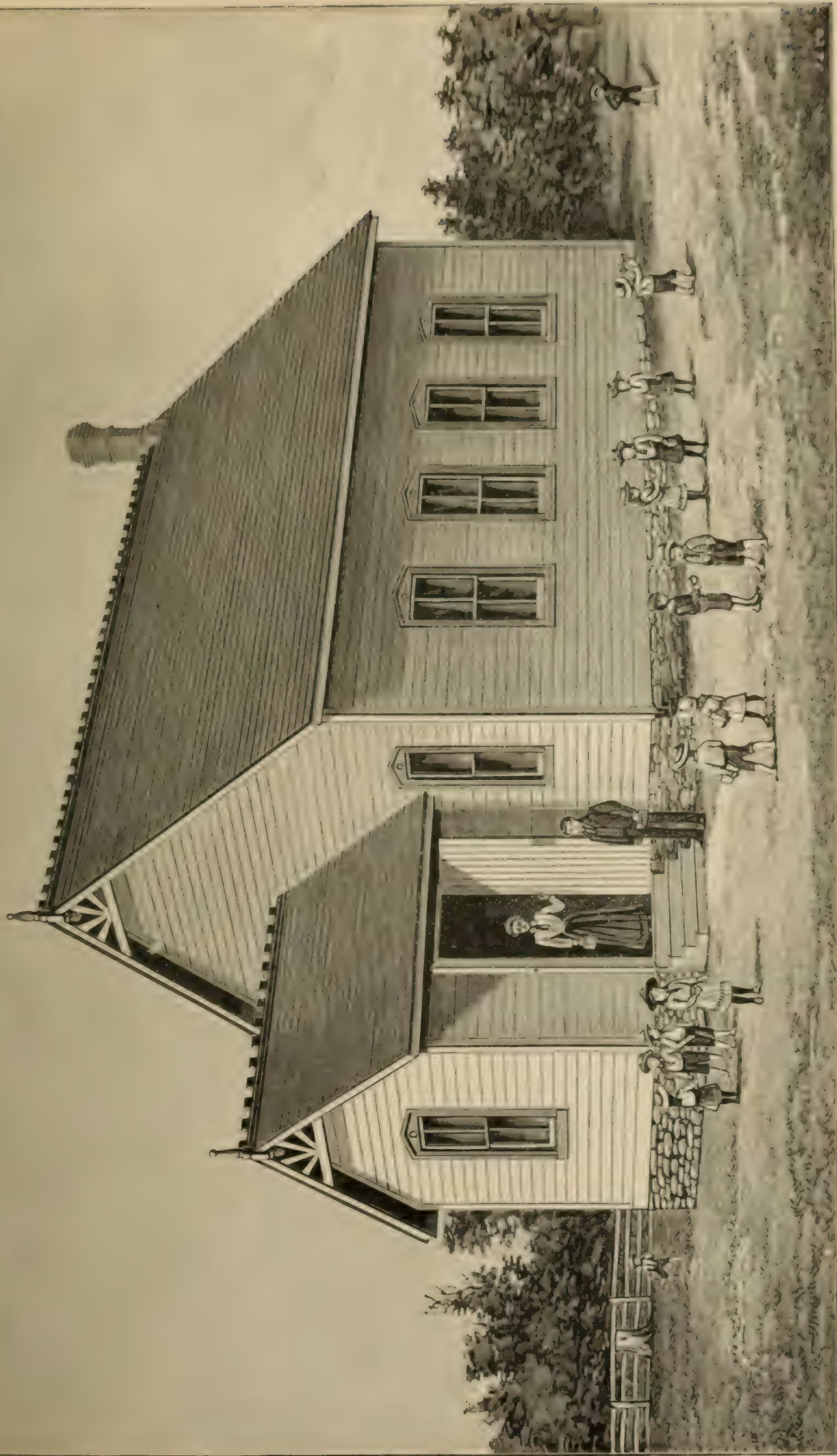


KEEWATIN PUBLIC SCHOOL.

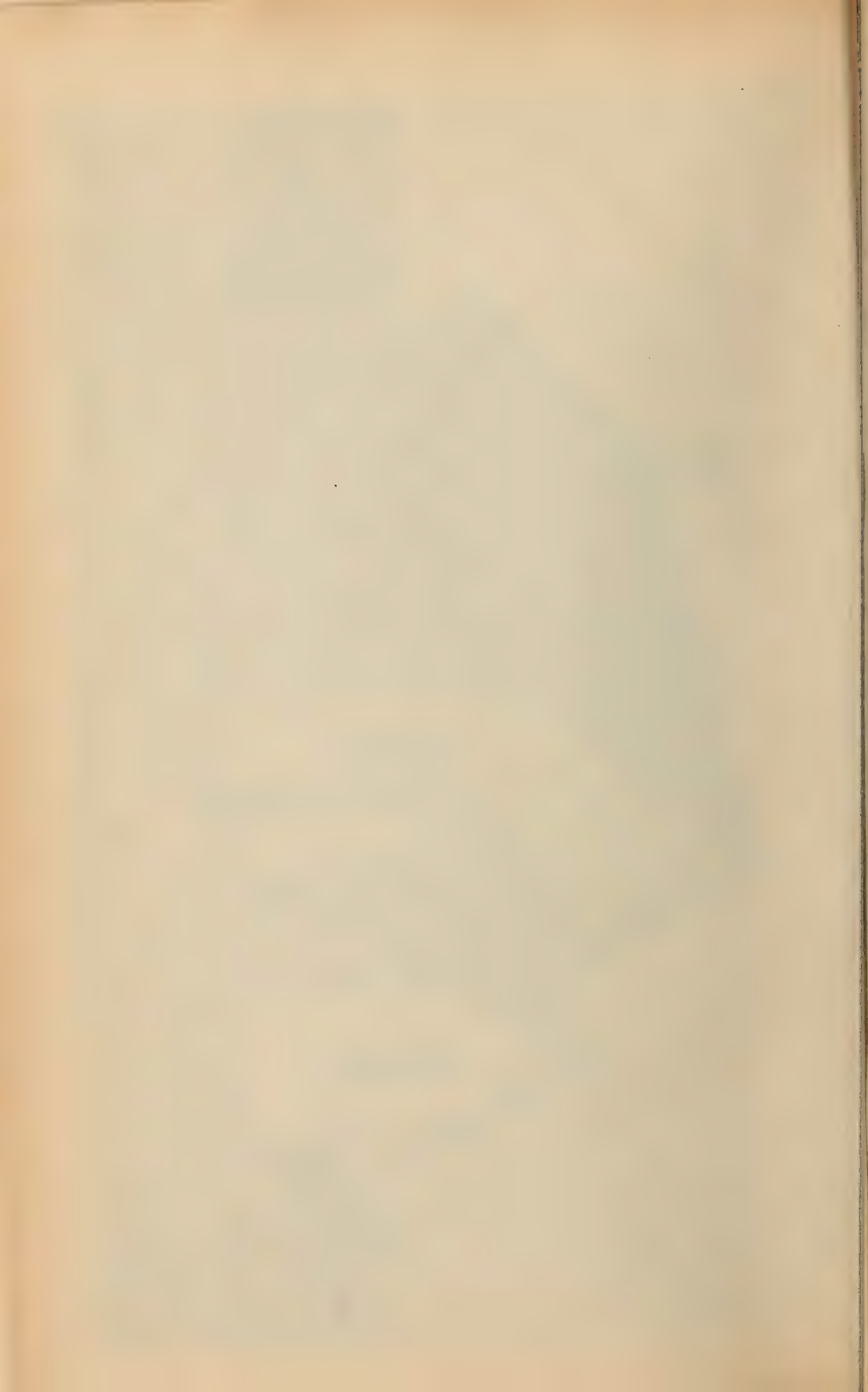


STURGEON FALLS PUBLIC SCHOOL.





DOE LAKE PUBLIC SCHOOL, No. 2, TOWNSHIP RYERSON.



APPENDICES



APPENDIX A—STATISTICAL TABLES

THE PUBLIC SCHOOLS.

I.—Table A.—School Population, Attendance, etc.

Counties (including incorporated villages, but not cities or towns), etc.	School population, between 6 and 21 years of age.	Popula under 6 years of age.	Popula between 6 and 21 years of age.	Popula over 21 years of age.	Total number of popula of all ages attending school.	Boys.	Girls.	Average attendance of pupils.	Percentage of average to total attendance.
1 Brant	3,029	7	3,214	1	3,222	1,717	1,505	1,767	55
2 Bruce	14,370	12	11,252	5	11,276	5,926	5,350	6,252	55
3 Charlton	9,685	36	6,847	2	6,885	3,651	3,234	3,235	47
4 Durham	5,172	31	4,683	4	4,718	2,509	2,209	2,116	45
5 Dundas	5,277	33	4,548	1	4,581	2,550	2,231	2,480	54
6 Durham	5,358	16	4,689	1	4,706	2,426	2,280	2,469	52
7 Elgin	7,245	22	6,315	4	6,341	3,282	3,059	3,426	54
8 Essex	11,082	22	8,410	1	8,433	4,293	4,140	4,081	48
9 Frontenac	6,753	52	5,678	1	5,731	3,006	2,725	2,447	43
10 Glengarry	4,634	29	4,191	1	4,221	2,194	2,027	1,934	46
11 Grey	15,726	89	13,749	15	13,853	7,181	6,672	6,365	45
12 Haliburton	5,447	28	3,986	1	4,015	2,150	1,865	2,428	60
13 Haliburton, N. E., Muskoka, S., Nipissing, and E. Parry Sound.	6,865	46	5,418	2	5,466	2,867	2,599	2,212	40
14 Halton	5,018	3	3,498	1	3,496	1,829	1,676	1,889	54
15 Hastings	11,410	35	8,922	2	8,959	4,654	4,305	4,307	48
16 Huron	15,498	15	11,269	5	11,289	5,921	5,368	6,595	58
17 Kent	9,015	21	8,745	1	8,747	4,579	4,168	4,253	49
18 Lambton	12,133	25	9,534	3	9,562	4,982	4,580	5,243	55
19 Lanark	5,906	13	4,457	1	4,470	2,298	2,172	2,339	52
20 Leeds and Grenville	11,120	55	9,338	8	9,401	4,785	4,616	4,564	49
21 Lennox and Addington	4,900	13	4,472	3	4,488	2,340	2,148	2,351	46
22 Lincoln	4,281	19	3,631	1	3,670	2,050	1,900	2,003	51
23 Middlesex	11,987	13	9,565	1	9,578	5,009	4,569	5,566	57
24 Norfolk	*7,872	37	5,965	3	6,005	3,122	2,883	3,043	51
25 Northumberland	7,723	16	6,111	1	6,128	3,218	2,910	3,149	51
26 Ontario	8,500	19	7,285	3	7,307	3,933	3,374	3,834	52
27 Oxford	9,325	2	7,154	2	7,158	3,715	3,443	4,211	59
28 Peel	5,425	3	4,116	1	4,120	2,223	1,897	2,108	51
29 Perth	9,294	18	6,779	3	6,800	3,673	3,127	3,837	56
30 Peterborough	7,164	24	5,348	1	5,372	2,779	2,593	2,684	50
31 Prescott and Russell	10,928	45	5,613	1	5,659	2,935	2,724	2,552	45
32 Prince Edward	3,128	19	2,930	1	2,950	1,567	1,443	1,507	51
33 Renfrew	*11,197	41	7,769	7	7,817	3,935	3,882	3,178	40
34 Simcoe and W. Muskoka	18,118	32	15,872	4	15,908	8,329	7,579	8,302	52
35 Stormont	5,008	23	4,178	1	4,201	2,182	2,019	2,094	50
36 Victoria and S. E. Muskoka	7,741	25	6,951	1	6,977	3,642	3,335	3,326	48
37 Waterloo	8,666	7	6,422	1	6,430	3,443	2,987	3,951	61
38 Weland	6,253	14	5,247	1	5,261	2,730	2,531	2,674	51
39 Wellington	13,816	12	8,359	1	8,375	4,441	3,934	4,458	53
40 Wentworth	*6,798	1	4,952	1	4,952	2,629	2,373	2,620	53
41 York	14,082	44	11,918	11	11,973	6,274	5,699	6,210	52
42 District of Algoma	7,383	32	6,119	9	6,166	3,131	3,029	2,664	43
43 N. Nipissing & W. Parry Sound	*4,492	32	4,113	2	4,147	2,153	1,994	1,599	39
44 Moose Fort	70	1	61	1	62	21	41	39	63
Total	365,509	1,088	289,948	114	291,150	152,005	139,145	147,872	51
Cities.									
1 Belleville	3,000		1,530		1,530	773	757	899	59
2 Brantford	3,026		2,657		2,657	1,346	1,311	1,901	71
3 Chatham	2,345		1,635		1,635	821	814	1,089	67
4 Guelph	3,309		1,740		1,740	882	858	1,260	72
5 Hamilton	14,319		8,144		8,144	4,113	4,031	5,988	72
6 Kingston	5,800		2,733		2,733	1,348	1,385	2,092	77
7 London	10,771		6,111		6,111	3,166	3,005	4,243	69
8 Ottawa	16,456	1	5,505		5,506	2,909	2,597	3,870	61
9 St. Catharines	2,298		1,480		1,480	725	753	991	67
10 St. Thomas	4,572		2,071		2,071	1,023	1,048	1,506	73
11 Stratford	2,969		1,554		1,554	801	753	1,107	71
12 Toronto	53,420	13	29,781	4	29,801	14,883	14,918	23,553	79
13 Windsor	3,559	2	2,360		2,362	1,228	1,134	1,709	72
Totals	125,844	16	67,304	4	67,324	33,958	33,366	49,708	73

* Statistics of preceding year, wherever an asterisk appears in Tables A to E.

THE PUBLIC SCHOOLS — *Continued.*I — Table A — School Population, Attendance, etc — *Continued.*

Towns.	School population, between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.	Average attendance of pupils.	Percentage of average to total attendance.
1 Alliston	400	1	359	....	360	182	178	217	60
2 Almonte	972	....	374	1	375	191	184	237	63
3* Amherstburg	642	....	285	....	285	157	128	170	60
4 Arnprior	976	....	613	....	613	307	306	400	65
5 Aurora	495	....	347	....	347	164	183	218	63
6 Aylmer	543	....	440	....	440	198	242	295	67
7 Barrie	1,808	....	1,208	....	1,208	594	614	753	62
8 Berlin	2,957	....	1,408	....	1,408	767	641	1,057	75
9 Blenheim	464	....	430	....	430	230	200	269	63
10 Bothwell	241	....	192	....	192	103	89	134	69
11 Bowmanville	682	....	494	....	494	247	247	331	67
12 Brantford	876	....	820	....	820	447	373	406	50
13 Brantford	611	....	486	....	486	268	218	351	72
14 Brockville	2,719	....	1,357	....	1,357	681	676	957	71
15 Carleton Place	1,275	....	857	....	857	430	427	575	67
16 Chatham	503	....	483	....	483	255	228	324	67
17 Cobourg	1,142	....	573	....	573	296	277	375	65
18 Collingwood	1,584	....	1,293	....	1,293	646	647	823	61
19 Cornwall	1,039	....	647	....	647	341	306	427	66
20 Deseronto	1,135	....	670	....	670	323	347	491	73
21 Dresden	463	....	406	....	406	188	218	269	66
22 Dundas	733	....	537	....	537	280	257	387	72
23 Dunnville	586	....	436	....	436	230	206	280	64
24 Durham	500	....	391	....	391	205	186	255	65
25 Essex	450	....	355	....	355	176	179	199	56
26 Forest	456	....	319	....	319	166	153	217	68
27 Fort William	1,100	....	877	....	877	446	431	411	47
28 Galt	1,684	....	1,383	....	1,383	687	696	1,037	75
29 Gananoque	1,255	....	752	....	752	400	352	510	68
30 Goderich	1,019	....	687	....	687	335	352	484	70
31 Gore Bay	350	....	239	....	239	114	125	118	49
32 Gravenhurst	*762	....	609	....	609	296	313	350	57
33 Harriston	411	1	358	....	359	190	169	234	65
34 Hawkesbury	800	....	148	....	148	70	78	78	53
35 Ingersoll	1,710	....	780	....	780	396	384	535	69
36 Kincaidine	628	....	446	....	446	209	237	279	63
37 Leamington	563	....	494	1	495	238	257	349	71
38 Lindsay	1,455	....	1,105	....	1,105	554	551	776	70
39 Listowel	660	3	654	....	657	348	309	419	64
40 Little Current	221	....	194	....	194	91	103	81	42
41 Mettawa	344	....	101	....	101	54	47	55	55
42 Meaford	493	....	395	....	395	205	190	265	67
43 Midland	450	....	749	....	749	363	386	390	52
44 Milton	461	....	389	....	389	190	199	264	68
45 Mitchell	654	....	471	....	471	244	227	313	66
46 Mount Forest	570	....	457	....	457	264	193	317	69
47 Napanee	779	....	601	....	601	287	314	410	68
48 Newmarket	591	....	415	....	415	200	215	279	67
49 Niagara	242	....	271	....	271	145	126	132	49
50 Niagara Falls	498	....	654	....	654	336	318	459	70
51 North Bay	683	....	524	1	525	250	275	274	52
52 North Toronto	435	....	473	....	473	232	241	247	52
53 Oakville	464	....	343	....	343	175	168	203	59
54 Orangeville	950	....	527	....	527	241	286	339	64
55 Orillia	1,620	....	1,006	....	1,006	516	490	691	69
56 Oshawa	1,164	....	782	....	782	369	413	512	65
57 Owen Sound	1,977	....	1,470	....	1,470	733	737	980	67
58 Palmerston	519	....	465	....	465	223	242	284	61
59 Paris	944	....	523	....	523	283	240	377	72

THE PUBLIC SCHOOLS — *Continued.*I—Table A.—School Population, Attendance, etc.—*Concluded.*

Towns.	School population, between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.	Average attendance of pupils.	Percentage of average to total attendance.
60 Parkhill	450		244		244	126	118	166	68
61 Parry Sound	1,021		776		776	396	380	407	52
62 Pembroke	1,485		666		666	361	305	448	67
63† Penetanguishene	785		590		590	297	293	335	57
64 Perth	1,040		568		568	289	279	376	66
65 Peterborough	2,818		1,655		1,653	815	838	1,183	72
66 Petrolia	1,288		944		944	470	474	603	64
67 Picton	835		618		618	332	286	363	59
68 Port Arthur	832		507		507	270	237	297	59
69 Port Hope	940		830		830	430	400	582	70
70 Prescott	655		407		407	198	209	261	64
71 Preston	842		378		378	196	192	275	73
72 Rat Portage	1,185		1,055		1,055	541	514	664	63
73 Renfrew	931		469		469	226	243	294	63
74 Ridgetown	*665	2	490		492	247	245	310	63
75 St. Mary's	911		780		780	386	394	397	51
76 Sandwich	409		311		311	139	172	162	52
77 Sarnia	2,358		1,423		1,423	704	719	962	68
78 Sault Ste. Marie	1,210		1,033		1,033	550	483	478	46
79 Seaforth	468		432		432	220	212	289	67
80 Simcoe	667		490		490	274	216	303	62
81 Smith's Falls	1,350		1,055		1,055	524	531	734	70
82 Stayner	370		322		322	148	174	182	56
83 Strathroy	750		587		587	281	306	410	70
84 Sturgeon Falls	323		166		166	90	76	84	51
85 Sudbury	257		251		251	112	139	146	58
86 Thessalon	222		238		238	112	126	9	39
87 Thornbury	243		184		184	100	84	115	62
88 Thorold	605		339		339	170	169	165	49
89 Tilsonburg	632		452		452	235	217	293	65
90 Toronto Junction	1,755		1,371		1,371	717	654	828	60
91 Trenton	1,222		651		651	311	340	401	62
92 Uxbridge	473		398		398	189	209	262	66
93 Vankleekhill	372		207		207	116	91	134	65
94 Walkerton	627		529		529	254	275	370	70
95 Walkerville	485		273		273	145	128	182	67
96 Wallaceburg	875		611	4	615	301	314	367	60
97 Waterloo	935		638		638	320	318	492	77
98 Welland	401		364		364	189	175	245	67
99 Whitby	683		420		420	227	193	265	63
100 Warton	725		580		580	299	281	362	62
101 Wingham	1,034		514		514	244	270	349	68
102 Woodstock	1,900		1,673		1,673	830	843	1,228	73
Totals	89,152	7	61,609	7	61,623	31,127	30,496	39,726	64
Totals.									
1 Counties, etc	365,109	1,088	289,948	114	291,150	152,005	139,145	147,872	51
2 Cities	125,844	16	67,304	4	67,324	33,958	33,366	49,708	73
3 Towns	89,152	7	61,609	7	61,623	31,127	30,496	39,726	64
4 Grand totals, 1900	580,105	1,111	418,861	125	420,097	217,090	203,007	237,306	56
5 " 1899	586,350	1,246	427,841	110	429,227	222,566	206,661	243,325	57
6 Increases									
7 Decreases	6,245	135	8,980	15	9,130	5,476	3,654	6,019	1
8 Percentages .....		.26	99.71	.03		51.67	48.33		

† Including Protestant Separate School

NOTE.—In addition, there were 11,234 Kindergarten pupils and 795 Night School pupils.

THE PUBLIC

II — Table B.—Number of pupils in the

Counties (including incorporated villages, but not cities or towns), etc.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader Part I.	1st Reader Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1. Brant	574	422	629	800	618	179	3,222	3,222	3,222
2. Bruce	2,612	1,719	1,934	2,365	2,098	548	10,938	11,002	10,796
3. Chatham	1,641	1,018	1,365	1,292	1,366	303	6,570	6,714	6,315
4. Dufferin	1,070	758	883	879	891	237	4,671	4,417	4,093
5. Dundas	1,124	781	907	776	790	203	4,499	1,571	4,469
6. Durham	897	680	1,038	1,065	887	199	4,706	4,706	4,706
7. Elgin	1,217	845	1,278	1,164	1,351	486	6,270	6,286	6,138
8. Essex	2,440	1,580	1,729	1,465	1,041	178	8,076	8,134	8,016
9. Frontenac	1,389	881	970	1,232	1,154	105	5,731	5,509	5,365
10. Glengarry	1,217	604	1,005	647	653	95	4,218	4,218	4,218
11. Grey	3,233	2,160	2,959	2,958	2,021	522	13,247	13,544	13,294
12. Halldmand	774	600	777	798	894	172	3,994	4,000	3,635
13. Harb'n, N.E. Mus., S. Nipissing and E. Parry Sound	1,597	910	1,076	1,037	668	178	5,120	5,013	4,315
14. Halton	763	542	550	745	706	190	3,496	3,496	3,496
15. Hastings	2,331	1,616	1,806	1,667	1,250	289	8,708	8,815	8,595
16. Huron	1,786	1,381	2,127	2,494	2,649	852	11,119	11,192	10,768
17. Kent	2,102	1,310	1,731	1,586	1,521	497	8,568	8,673	8,468
18. Lambton	2,242	1,676	1,667	1,812	1,734	431	9,301	9,431	8,885
19. Lanark	1,071	718	883	898	734	166	4,470	4,470	4,470
20. Leeds & Grenville ..	2,217	1,167	1,728	1,834	2,130	325	8,963	9,018	8,525
21. Lennox & Addington	1,028	633	780	922	972	153	4,488	4,488	4,488
22. Lincoln	850	531	717	793	991	68	3,836	3,845	3,694
23. Middlesex	1,663	1,348	1,686	2,023	2,295	563	9,578	9,578	9,578
24. Norfolk	1,275	902	1,165	1,023	1,391	249	5,849	5,842	5,627
25. Northumberland	1,165	905	1,227	1,327	1,280	226	5,983	6,028	5,718
26. Ontario	1,419	1,008	1,316	1,588	1,657	319	6,867	7,105	6,888
27. Oxford	1,313	1,056	1,276	1,408	1,556	549	7,071	7,034	6,541
28. Peel	795	655	719	907	832	212	4,092	4,097	4,016
29. Perth	1,299	904	1,110	1,781	1,451	255	6,684	6,716	6,265
30. Peterborough	1,240	894	945	1,080	1,057	156	5,184	5,310	4,837
31. Prescott & Russell ..	1,830	955	970	965	759	180	5,228	5,540	5,170
32. Prince Edward	509	333	454	564	843	247	2,924	2,934	2,902
33. Renfrew	2,256	1,225	1,377	1,454	1,199	306	7,543	7,760	7,189
34. Simcoe & W. Musk.	3,756	2,481	3,059	3,068	2,713	831	15,290	15,590	14,885
35. Stormont	1,035	597	989	718	706	156	4,196	4,182	4,011
36. Victoria & S.E. Mus.	1,501	978	1,459	1,426	1,335	278	6,698	6,857	6,787
37. Waterloo	1,276	1,003	1,619	1,466	879	187	6,087	5,280	6,010
38. Welland	1,191	737	898	1,039	1,121	275	5,197	5,261	5,142
39. Wellington	1,677	1,213	1,520	1,731	1,838	396	8,162	8,251	7,983
40. Wentworth	952	661	773	1,269	1,057	240	4,838	4,863	4,771
41. York	2,755	1,839	2,186	2,539	2,166	488	11,576	11,697	10,987
42. Algonia District, etc.	1,748	1,036	1,224	1,158	863	131	5,713	5,837	5,535
43. N. Nipissing & W. Parry Sound	1,354	782	784	696	461	70	3,695	3,819	3,209
44. Moose Fort	10	12	18	16	...	6	50	49	20
Totals	66,134	44,054	55,213	58,475	54,578	12,696	282,916	284,394	274,042
Cities.									
1. Belleville	408	221	254	274	373	...	1,530	1,530	1,530
2. Brantford	578	328	448	767	489	47	2,657	2,657	2,657
3. Chatham	341	273	385	332	304	...	1,635	1,635	1,635
4. Guelph	319	228	203	305	344	141	1,740	1,740	1,740
5. Hamilton	1,386	1,201	1,227	2,254	1,650	426	8,099	8,144	8,144
6. Kingston	648	416	363	660	646	...	2,733	2,733	2,733
7. London	1,162	848	1,468	1,305	1,328	...	6,111	6,111	6,111
8. Ottawa	1,269	713	869	1,293	1,121	241	5,506	5,506	5,506
9. St. Catharines	352	285	232	370	241	...	1,480	1,480	1,128
10. St. Thomas	530	273	409	462	397	...	2,071	2,071	2,071
11. Stratford	255	214	321	381	383	...	1,554	1,554	1,554
12. Toronto	5,522	3,383	6,758	6,596	5,492	2,050	29,801	29,801	29,801
13. Windsor	752	495	492	398	225	...	2,362	2,362	2,362
Totals	13,522	8,878	13,429	15,597	12,993	2,905	67,279	67,324	66,972

SCHOOLS — *Continued.*

various branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	3,222	1,443	2,215	797	1,553	1,103	1,878	202	170	161	77	50	570
2	7,506	5,498	6,574	2,735	4,606	5,227	3,657	490	315	504	187	148	1,319
3	4,437	2,473	4,222	1,661	3,224	2,197	2,328	279	269	231	48	21	1,067
4	3,109	2,115	2,365	1,561	1,936	1,909	3,424	262	239	230	52	72	1,115
5	3,665	3,124	3,251	1,048	1,495	1,667	3,082	184	201	125	77	51	853
6	3,179	1,609	2,712	801	1,172	1,077	1,096	177	188	158	79	37	600
7	5,083	3,187	4,547	2,175	3,073	3,245	3,794	496	460	456	295	104	1,702
8	5,290	2,992	4,631	1,300	2,591	6,057	4,253	175	164	155	58	40	1,083
9	3,388	1,840	2,887	1,418	1,994	1,964	2,993	84	73	64	83	7	633
10	2,903	1,036	2,582	822	1,039	1,186	1,280	112	113	86	38	...	3,284
11	9,760	5,313	8,516	2,716	5,130	8,206	6,269	621	471	430	205	65	271
12	2,756	2,034	2,239	1,410	1,510	1,979	2,480	157	146	127	72	251	1,254
13	3,419	1,419	2,754	968	1,578	1,469	1,468	120	117	87	42	...	280
14	2,422	1,562	2,102	1,000	1,509	1,407	1,610	188	182	159	9	...	936
15	5,285	4,093	5,012	1,602	3,036	4,452	5,621	1,042	259	253	103	33	1,154
16	8,993	6,443	8,002	3,380	5,289	3,827	4,354	838	800	793	246	157	2,528
17	6,159	5,313	5,642	2,279	2,958	3,519	4,668	468	466	463	118	115	2,126
18	6,077	5,260	6,297	2,477	3,926	4,361	5,697	382	408	402	119	58	1,664
19	2,804	1,129	2,679	1,094	1,456	1,130	2,361	144	141	140	74	74	465
20	6,495	3,724	5,968	3,007	3,735	3,301	3,827	321	284	272	59	19	2,076
21	3,063	1,432	2,975	1,407	1,829	2,102	1,861	198	125	107	38	37	1,178
22	2,854	1,561	2,547	1,300	1,663	1,546	2,248	135	60	53	109	...	706
23	7,025	6,102	5,750	2,794	3,709	5,166	5,563	518	493	471	81	11	2,540
24	4,294	3,641	3,574	1,855	2,112	2,057	3,213	281	221	209	34	3	1,415
25	4,544	2,001	4,185	1,202	1,792	1,986	1,883	271	206	197	64	21	705
26	4,752	2,810	4,736	2,034	2,756	2,268	2,824	347	298	255	18	5	1,390
27	4,999	2,876	4,522	2,157	3,102	2,629	2,685	479	477	449	87	133	1,891
28	2,870	1,804	2,488	1,220	1,802	1,354	2,492	212	202	202	...	31	772
29	4,619	5,910	4,206	1,775	2,595	1,683	6,327	209	179	177	66	13	1,787
30	3,604	1,498	3,256	1,224	1,866	1,870	2,108	158	134	116	98	25	638
31	3,246	2,041	2,985	1,084	1,683	2,084	3,765	260	178	176	39	3	631
32	2,405	715	2,236	1,016	1,234	1,682	1,193	289	228	210	98	50	1,238
33	4,244	1,437	3,848	1,658	2,319	2,524	1,366	322	335	299	...	39	808
34	10,080	9,093	8,460	4,185	5,958	5,754	9,503	1,055	830	769	233	217	2,745
35	3,106	869	2,594	903	1,154	1,363	1,350	152	144	139	65	50	476
36	4,728	2,232	4,366	1,749	2,505	2,106	2,430	255	248	229	160	32	879
37	4,758	3,876	3,970	706	2,005	1,600	2,677	163	144	135	39	5	470
38	3,777	1,928	3,593	1,745	2,261	2,012	1,700	292	273	244	77	20	888
39	5,629	3,370	5,076	2,370	3,667	3,073	3,511	486	367	355	62	46	1,647
40	3,473	1,948	3,276	1,455	2,047	1,630	2,126	252	235	224	45	29	1,358
41	7,982	5,832	7,649	2,758	3,710	3,378	5,346	354	388	331	182	104	1,270
42	3,693	1,977	3,199	1,213	2,082	1,799	1,970	194	165	97	24	11	654
43	2,110	1,116	1,853	636	911	766	1,191	68	63	56	51	1	202
44	26	52	26	13	13	...	20	4	...	...	...	...	...
	198,023	128,791	176,566	73,110	107,605	111,707	135,492	13,691	11,589	10,846	3,709	2,194	47,667
1	901	1,536	886	443	647	518	1,444	...	...	...	...	...	...
2	2,637	2,657	1,761	636	1,145	2,657	2,677	47	...	...	...	...	...
3	1,288	1,635	1,228	327	517	403	1,635	...	...	...	...	...	...
4	1,315	1,740	1,689	344	773	773	1,740	141	...	...	...	...	...
5	5,888	8,090	6,748	2,037	3,065	6,332	8,144	426	426	426	1,021	154	...
6	1,838	2,733	1,814	646	961	1,620	2,733	...	...	...	...	...	...
7	6,111	6,111	3,090	942	2,122	6,111	6,111	...	...	...	...	...	...
8	2,655	3,272	2,655	1,362	2,655	2,655	5,506	241	241	241	...	...	...
9	843	...	843	241	483	483	...	...	...	...	...	...	...
10	1,268	...	1,268	397	859	972	2,071	...	...	...	...	...	...
11	1,085	1,493	1,085	383	567	1,024	1,554	...	...	...	...	...	...
12	29,801	28,801	28,416	5,189	7,664	17,935	29,120	3,949	1,894	1,845	274	...	1,851
13	1,355	2,083	1,600	225	623	2,362	1,737	...	...	...	...	...	...
	57,005	54,745	53,083	13,172	22,081	43,845	64,452	4,804	2,561	2,512	1,235	154	1,831

THE PUBLIC

II.—Table B —Number of pupils in the

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader Part I.	1st Reader Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Alliston	75	40	43	46	77	79	360	360	334
2 Almonte	83	69	96	58	69	.....	375	375	375
3* Amherstburg	98	43	59	29	48	8	285	285	285
4 Arnprior	191	121	120	91	90	.....	613	613	613
5 Aurora.....	71	50	94	73	59	.....	347	347	347
6 Aylmer	58	66	80	114	122	.....	440	440	440
7 Barrie	255	191	277	258	227	.....	1,208	1,208	1,208
8 Berlin	204	257	397	333	217	.....	1,408	1,408	1,408
9 Blenheim	115	65	115	54	47	34	430	430	430
10 Bathwell	35	31	39	34	23	30	192	192	192
11 Bowmanville	96	76	103	110	109	.....	494	494	494
12 Bracebridge	283	130	158	151	62	36	820	820	820
13 Brampton	112	65	83	137	89	.....	486	486	486
14 Brockville	355	168	323	316	195	:	1,357	1,357	1,357
15 Carleton Place	220	172	125	172	168	.....	857	857	857
16 Clinton	84	80	80	145	94	.....	483	483	483
17 Cobourg	75	121	105	159	113	.....	573	573	573
18 Collingwood	342	173	256	233	289	.....	1,293	1,293	1,293
19 Cornwall	136	146	128	113	124	.....	647	647	647
20 Deseronto	223	101	160	95	91	.....	670	670	604
21 Dresden	98	89	46	72	47	54	406	406	324
22 Dundas	130	122	55	144	86	.....	537	537	537
23 Dunnville	101	91	78	79	87	.....	436	436	436
24 Durham	80	54	66	69	54	68	391	391	358
25 Essex	100	66	65	69	55	.....	355	355	355
26 Forest	79	61	56	55	68	.....	319	319	319
27 Fort William.....	356	108	174	122	117	.....	877	877	877
28 Galt	284	145	307	336	311	.....	1,383	1,383	1,383
29 Gananoque	149	128	166	169	140	.....	752	752	752
30 Goderich	94	111	188	201	93	.....	687	687	482
31 Gore Bay	47	37	32	45	50	28	239	239	239
32 Gravenhurst	200	104	107	91	107	.....	609	609	609
33 Harriston	64	47	90	65	93	.....	359	359	359
34 Hawkesbury	23	36	32	23	34	.....	148	148	148
35 Ingersoll	166	86	203	179	146	.....	780	780	780
36 Kincardine	102	45	80	101	118	.....	446	446	446
37 Leamington	112	106	126	72	79	.....	495	495	495
38 Lindsay	246	136	236	271	216	.....	1,105	1,105	1,105
39 Listowel	167	87	92	170	135	6	657	657	657
40 Little Current	40	43	28	19	53	11	194	194	194
41 Mattawa	34	5	16	20	15	11	101	101	59
42 Meaford	133	39	83	75	65	.....	395	395	395
43 Midland	241	99	160	136	70	43	749	749	749
44 Milton	109	62	64	53	58	43	389	389	389
45 Mitchell	94	60	73	119	125	.....	471	471	471
46 Mount Forest	107	60	98	96	96	.....	457	457	457
47 Napanee	110	80	95	124	192	.....	601	601	601
48 Newmarket	104	67	92	82	70	.....	415	415	415
49 Niagara	60	16	62	59	74	.....	271	271	271
50 Niagara Falls.....	137	114	121	131	151	.....	654	654	654
51 North Bay	227	61	66	51	55	65	460	525	510
52 North Toronto	140	77	89	96	60	11	473	473	473
53 Oakville	92	44	69	87	51	.....	343	343	343
54 Orangeville.....	97	98	125	107	100	.....	527	527	527
55 Orillia	213	155	189	225	177	47	1,006	1,006	1,006
56 Oshawa	182	92	158	208	142	.....	782	782	782
57 Owen Sound	307	214	375	305	269	.....	1,470	1,470	1,470

SCHOOLS.—Continued

various branches of instruction.—Continued.

	Geography	Music	Grammar and Composition	English History	Canadian History	Physiology and Temperance	Drill and Calis- thenics	Bookkeeping	Algebra	Geometry	Botany	Elementary Physics	Agriculture
1	334	77	305	250	275	275	100	53	79	79	53	35	
2	251		191	69	96	69							
3	144	103	119	56	84	175	195	8	8	8	8	8	
4	301	432	613	90	181	422	613						
5	347	282	347	59	132	347	282						
6	316		316	80	122	122	224						
7	1,128	1,208	1,124	485	485	834	1,208	578					
8	947	947	550	108	383	217	1,408						
9	288	430	256	81	123	192	216	34	34	34	16	34	
10	126		126	53	53	96		30	30	30	30	30	
11	322	494	322	109	219	322	494						
12	385	294	487	193	193	193	820	36	36	36		36	
13	436	486	373	89	226	89	486	89					
14	823	1,357	1,002	348	348	511	1,357						
15	602	312	523	168	252	168	106						
16	319	488	259	74	209	74	483						
17	377	460	377	113	272	272	164						
18	838	1,293	653	414	522	877	1,293						
19	647	647	647	124	179	647	647						
20	346	408	447	91	186	186	481						
21	275	321	275	85	173	119		54	54	54	40		
22	285		285	44	230	409	471						
23	267	144	224	70	115	224	366						
24	278	69	278	89	158	224	358	35	68	68	35	68	
25	255	228	355	62	124	355	355						
26	179	319	179	68	123	123	251						
27	547	388	493	119	223	323	637						
28	1,035	1,383	1,183	268	523	843							
29	541	332	475	140	309	475	125						
30	482		393	200	200	93							
31	231		123	115	115	127		19	28	28	19	9	
32	405		509	107	198	405							
33	369	309	309	93	158	217	267						
34	148	148	148	50	50	50	148						
35	780	780	528	146	156	780	780						
36	446	347	446	118	219	259	217	66					
37	404	495	353	79	151	353							
38	776	838	978	216	325	318	444						
39	403	657	403	141	311	141		6	6	6			6
40	111	194	111	64	83	194	194	11	11	11			
41	67		46	26	46	36		11	11	11		8	8
42	309	395	262	65	176	176	395						
43	617	749	749	113	249	706	749	43	43	8	43		
44	389	389	389	101	154	340	389	88	43	43		13	30
45	317		317	125	188	125	471						
46	350	457	359	96	192	350	457						
47	601	601	476	357	357	476	601						
48	415	415	311	70	121	122	415						
49	211	59	211	74	13	195	197						
50	403		340	89	208	208	340						
51	288	460	233	161	161	233	545	55	65	65		15	50
52	316	473	473	71	139	71	473	11	11	11			11
53	209	343	209	51	93	154	188						
54	332	365	527	207	207	332	527						
55	793	742	689	287	493	319		47	47	37	47		
56	517	662	504	77	142	142	280						
57	949	1,470	947	269	574	574	1,470						

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II — Table B.—Number of pupils in the

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader Part I.	1st Reader Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
58 Palmerston.....	127	77	63	76	82	46	465	465	465
59 Paris.....	128	71	84	149	91	.....	523	523	523
60 Parkhill.....	60	34	51	36	63	.....	244	244	244
61 Parry Sound.....	275	142	99	110	98	52	776	776	776
62 Pembroke.....	189	85	101	99	192	.....	666	666	666
63 Penetanguishene....	155	128	97	102	86	22	590	590	590
64 Perth.....	129	64	105	139	131	.....	568	568	568
65 Peterborough.....	375	286	318	323	351	.....	1,653	1,653	1,653
66 Petrolia.....	248	140	132	211	213	.....	944	944	944
67 Picton.....	143	92	125	118	140	.....	618	618	618
68 Port Arthur.....	192	65	83	91	76	.....	507	507	507
69 Port Hope.....	157	158	185	160	170	.....	830	830	830
70 Prescott.....	112	79	64	49	103	.....	407	407	407
71 Preston.....	76	92	99	72	39	.....	378	378	378
72 Rat Portage.....	412	121	200	143	91	88	1,055	1,055	1,055
73 Renfrew.....	144	47	66	96	116	.....	469	469	469
74 Ridgton.....	122	65	107	91	107	.....	492	492	492
75 St. Mary's.....	122	124	85	264	185	.....	780	780	657
76 Sandwich.....	77	53	90	66	25	.....	311	311	257
77 Sarnia.....	414	213	215	236	345	.....	1,423	1,423	1,423
78 Sault Ste. Marie....	360	153	193	154	124	49	984	1,030	1,026
79 Seaforth.....	69	88	39	127	109	.....	432	432	432
80 Simcoe.....	88	69	113	98	122	.....	490	490	490
81 Smith's Falls.....	330	124	252	180	169	.....	1,055	1,055	1,055
82 Stayner.....	80	50	47	58	43	44	301	312	301
83 Strathroy.....	137	84	123	96	147	.....	587	587	587
84 Sturgeon Falls.....	39	20	32	47	25	3	166	166	166
85 Sudbury.....	75	27	37	46	44	22	299	251	251
86 Thessalon.....	79	37	30	33	44	15	238	238	238
87 Thornbury.....	44	12	30	47	29	22	184	184	184
88 Thorold.....	58	58	70	82	71	.....	339	339	339
89 Tilsonburg.....	83	49	94	108	118	.....	452	452	452
90 Toronto Junction....	311	273	231	329	227	.....	1,371	1,371	1,371
91 Trenton.....	187	102	170	123	69	.....	651	651	651
92 Uxbridge.....	77	62	89	104	66	.....	398	398	398
93 Vankleek Hill.....	63	17	32	49	46	.....	207	207	207
94 Walkerton.....	126	117	57	114	115	.....	529	529	529
95 Walkerville.....	66	47	46	49	65	.....	207	273	273
96 Wallaceburg.....	129	99	108	109	74	96	553	608	553
97 Waterloo.....	100	105	113	188	132	.....	638	638	638
98 Welland.....	76	77	42	90	79	.....	364	364	364
99 Whitby.....	99	52	60	95	114	.....	420	420	420
100 Warton.....	122	149	98	137	74	.....	580	580	580
101 Wingham.....	92	61	105	119	74	63	514	514	490
102 Woodstock.....	403	278	340	367	285	.....	1,673	1,673	1,673
Totals.....	15,086	9,550	11,923	12,627	11,341	1,096	61,338	61,603	60,863
Totals.....									
1 Counties, etc.....	66,134	41,054	55,213	58,475	54,578	12,696	282,916	284,394	274,042
2 Cities.....	13,522	8,878	13,429	15,597	12,993	2,905	67,279	67,324	66,972
3 Towns.....	15,086	9,550	11,923	12,627	11,341	1,096	61,338	61,603	60,863
4 Grand totals 1900....	94,742	62,482	80,565	86,699	78,912	16,697	411,533	413,321	401,877
5 " " 1899....	96,163	63,650	82,627	88,507	80,231	18,049	420,594	423,336	406,914
6 Increases.....									
7 Decreases.....	1,421	1,158	2,062	1,808	1,319	1,352	9,061	10,015	5,037
8 Percentages.....	22	15	19	21	19	4	98	98	96

+ Including Protestant Separate School.

SCHOOLS.—Continued.

various branches of instruction.—Concluded

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
58	338	337	338	128	204	52	198	31	46	46	46	46	.....
59	324	.....	240	91	178	523	.....	.....	.....	.....	.....	.....	.....
60	184	244	98	63	98	98	.....	.....	.....	.....	.....	.....	.....
61	359	553	770	136	246	208	738	38	52	52	38	52	.....
62	666	666	666	192	291	291	666	.....	.....	.....	.....	.....	.....
63	304	393	374	53	216	53	.....	19	19	19	19	.....	.....
64	375	.....	316	131	219	131	568	.....	.....	.....	.....	.....	.....
65	922	742	1,008	239	674	674	1,241	.....	.....	.....	.....	.....	.....
66	556	944	427	213	424	944	944	.....	.....	.....	.....	.....	.....
67	383	618	550	140	258	383	398	.....	.....	.....	.....	.....	.....
68	315	507	250	76	159	130	54	.....	.....	.....	.....	.....	.....
69	515	539	611	170	248	420	420	.....	.....	.....	.....	.....	.....
70	407	407	407	152	152	407	407	.....	.....	.....	.....	.....	.....
71	210	378	210	39	111	39	.....	.....	.....	.....	.....	.....	.....
72	544	1,055	353	299	322	513	1,055	52	85	85	52	35	.....
73	394	469	394	116	218	212	212	.....	.....	.....	.....	.....	.....
74	305	385	252	107	107	107	385	.....	.....	.....	.....	.....	.....
75	534	.....	534	185	449	185	183	.....	.....	.....	.....	.....	.....
76	196	58	196	39	76	76	.....	1	.....	.....	.....	.....	.....
77	869	1,201	1,423	281	581	1,198	1,341	.....	.....	.....	.....	.....	.....
78	666	.....	670	164	318	471	1,024	42	49	49	42	33	.....
79	312	272	202	109	202	105	174	.....	.....	.....	.....	.....	.....
80	402	490	220	122	220	490	490	.....	.....	.....	.....	.....	.....
81	1,055	1,055	1,055	169	270	1,055	1,055	.....	.....	.....	.....	.....	.....
82	221	149	232	58	103	79	149	7	44	44	7	37	.....
83	366	587	366	82	24	587	587	.....	.....	.....	.....	.....	.....
84	166	.....	166	75	75	75	.....	12	7	4	.....	4	3
85	112	79	191	51	112	112	79	22	22	.....	22	.....	.....
86	238	238	104	83	92	122	.....	25	15	15	15	.....	.....
87	184	184	184	51	98	184	184	22	22	22	.....	22	51
88	301	.....	301	71	153	223	.....	.....	.....	.....	.....	.....	.....
89	369	452	267	163	226	226	452	.....	.....	.....	.....	.....	.....
90	723	1,371	863	227	619	469	1,371	.....	.....	.....	.....	.....	.....
91	362	400	374	69	192	149	482	.....	.....	.....	.....	.....	.....
92	259	398	259	66	66	259	398	.....	.....	.....	.....	.....	.....
93	207	207	144	46	95	95	207	.....	.....	.....	.....	.....	.....
94	457	460	457	115	229	529	415	.....	.....	.....	.....	.....	.....
95	207	273	207	65	114	273	47	.....	.....	.....	.....	.....	.....
96	615	615	608	245	245	387	.....	34	96	96	34	28	.....
97	538	161	538	132	199	132	100	.....	.....	.....	.....	.....	.....
98	300	.....	364	79	169	211	.....	.....	.....	.....	.....	.....	.....
99	380	420	420	130	269	420	420	.....	.....	.....	.....	.....	.....
100	309	580	309	74	211	580	580	.....	.....	.....	.....	.....	.....
101	312	377	366	136	186	74	.....	48	63	63	48	17	.....
102	1,170	1,673	652	285	652	482	.....	.....	.....	.....	.....	.....	.....
	43,513	44,177	43,029	13,283	22,551	31,128	39,691	1,627	1,094	1,024	614	530	159
1	198,023	128,791	176,566	73,110	107,605	111,707	135,492	13,691	11,589	10,846	3,709	2,194	47,657
2	57,005	54,745	53,083	13,172	22,081	43,845	64,452	4,804	2,561	2,512	1,295	154	1,831
3	43,513	44,177	43,029	13,283	22,551	31,128	39,691	1,627	1,094	1,024	614	530	159
4	298,541	227,713	272,678	99,565	152,237	186,680	239,635	20,122	15,244	14,382	5,618	2,878	49,647
5	301,832	216,164	278,764	103,740	151,722	195,495	237,745	22,237	16,782	15,064	6,803	4,330	42,398
6	11,549	515	1,890	7,249
7	3,291	6,086	4,175	8,815	2,115	1,538	682	1,185	1,452
8	71	54	65	24	36	44	57	5	4	3	1	68	12

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III.—Table C.—Teachers,

Counties (including incorporated vil- lages, but not cities or towns), etc.	Number of teachers	Male.	Female.	Salaries.		
				Highest salary paid.	Average salary, male teacher.	Average salary, female teacher.
				\$	\$	\$
1 Brant	71	26	45	575	402	295
2 Bruce	218	89	129	725	345	247
3 Carleton	137	41	96	600	359	267
4 Dufferin	103	29	74	600	317	257
5 Dundas	105	39	66	800	338	256
6 Durham	116	44	72	550	339	259
7 Elgin	134	48	86	525	368	274
8 Essex	145	61	84	675	373	274
9 Frontenac	151	24	127	450	280	223
10 Glengarry	84	17	67	550	338	245
11 Grey	259	88	171	705	340	248
12 Halimand	94	35	59	700	345	261
13 Haliburton, N. E. Muskoka, S. Nip- issing and E. Parry Sound.	131	19	112	675	361	214
14 Halton	75	25	50	600	378	282
15 Hastings	203	61	142	750	350	255
16 Huron	220	101	119	750	360	264
17 Kent	153	47	106	600	382	282
18 Lambton	202	70	132	600	346	274
19 Lanark	132	23	109	600	273	232
20 Leeds and Grenville	261	56	205	700	300	231
21 Lennox and Addington	126	36	90	550	288	228
22 Lincoln	82	32	50	600	373	275
23 Middlesex	210	90	120	525	340	275
24 Norfolk	121	43	78	600	315	261
25 Northumberland	129	53	76	700	345	250
26 Ontario	139	63	76	800	354	266
27 Oxford.	139	71	68	675	397	275
28 Peel	89	30	59	600	354	277
29 Perth	119	60	59	550	374	279
30 Peterborough	114	36	78	650	331	247
31 Prescott and Russell	115	33	82	700	323	226
32 Prince Edward	82	37	45	550	303	253
33 Renfrew	153	39	114	500	274	234
34 Simcoe and W. Muskoka	300	122	178	750	349	260
35 Stormont	88	29	59	450	310	240
36 Victoria and S E. Muskoka	169	58	111	500	329	235
37 Waterloo.	127	65	62	700	404	261
38 Welland	105	33	72	720	382	263
39 Wellington	169	76	93	650	365	270
40 Wentworth	96	40	56	525	380	280
41 York	210	88	122	700	398	278
42 *Algoma District, etc.	138	55	83	750	308	252
43 N. Nipissing and W. Parry Sound..	145	35	110	575	314	228
1 Totals, counties, etc.	6,159	2,167	3,992	800	349	255
2 " cities	1,204	157	1,047	1,500	892	455
3 " towns	1,032	194	838	1,100	624	309
4 Grand totals, 1900	8,395	2,518	5,877	1,500	404	298
5 " " 1899	8,321	2,612	5,709	1,500	394	294
6 Increases	74	.....	168	.....	10	4
7 Decreases .....	.....	94	.....	.....	.....	.....
8 Percentages .....	.....	30	70	.....	.....	.....

NOTE.—In addition there were 250 Kindergarten teachers and 21 Night School teachers.

SCHOOLS — *Continued.*

salaries, certificates, etc.

Number of teachers who have attended a Normal School.		Certificates.							
		Number of certificates.	Provincial 1st class.	Provincial 2nd class.	First class, old County Board.	Second class, old County Board.	Third class.	Temporary certificates.	Other certificates.
1	49	71	12	38	.....	.....	21	.....	.....
2	81	218	12	71	.....	.....	135	.....	.....
3	81	137	8	73	.....	.....	56	.....	.....
4	37	103	4	33	.....	.....	66	.....	.....
5	40	105	4	36	1	.....	64	.....	.....
6	47	116	6	41	.....	.....	69	.....	.....
7	51	134	8	51	.....	.....	75	.....	.....
8	70	145	5	46	.....	.....	74	14	6
9	42	151	1	42	.....	1	101	6	.....
10	27	84	2	25	.....	.....	57	.....	.....
11	76	259	10	68	1	.....	180	.....	.....
12	34	94	8	26	.....	.....	60	.....	.....
13	4	131	6	15	1	.....	46	18	45
14	35	75	2	34	1	.....	38	.....	.....
15	61	203	2	60	.....	.....	141	.....	.....
16	112	220	11	103	.....	.....	106	.....	.....
17	69	153	3	65	1	.....	84	.....	.....
18	89	202	5	85	.....	.....	112	.....	.....
19	28	132	.....	28	2	.....	101	1	.....
20	59	261	8	51	.....	.....	202	.....	.....
21	26	126	3	24	.....	2	91	6	.....
22	40	82	17	33	1	.....	30	1	.....
23	108	210	7	102	.....	2	99	.....	.....
24	33	121	2	34	.....	4	81	.....	.....
25	59	129	3	57	.....	1	68	.....	.....
26	57	139	3	55	1	.....	69	11	.....
27	58	139	11	48	1	1	78	.....	.....
28	41	89	5	59	.....	.....	45	.....	.....
29	64	119	4	60	.....	.....	55	.....	.....
30	44	114	3	42	.....	.....	66	3	.....
31	12	115	2	11	.....	.....	97	5	.....
32	24	82	3	21	.....	.....	57	1	.....
33	21	153	2	19	.....	.....	122	10	.....
34	80	300	14	72	.....	.....	212	2	.....
35	25	88	2	24	.....	1	61	.....	.....
36	43	169	4	42	.....	.....	117	6	.....
37	68	127	10	64	.....	.....	52	.....	1
38	30	105	5	26	2	.....	72	.....	.....
39	69	169	11	63	1	.....	93	1	.....
40	50	95	9	43	.....	.....	44	.....	.....
41	118	210	9	118	2	.....	80	1	.....
42	19	138	8	57	1	.....	68	4	.....
43	11	145	6	23	.....	.....	95	21	.....
1	2,175	6,159	260	2,068	16	12	3,640	111	52
2	1,140	1,204	189	958	14	6	30	.....	7
3	820	1,032	126	716	16	4	149	12	9
4	4,135	8,395	575	3,742	46	22	3,819	123	68
5	3,805	8,321	506	3,499	44	29	4,187	56	.....
6	330	74	69	243	2	.....	.....	67	.....
7	.....	.....	.....	.....	.....	7	368	.....	.....
8	49	.....	6 85	44,57	55	26	45 49	1,47	81

THE PUBLIC

IV. Table D — School

Totals.	School Houses.					School Visits.				
	Number of Schools open.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.
1 Counties, etc.....	5,265	2,165	436	2,337	327	11,026	7,971	3,380	23,374	45,751
2 Cities	167	144	18	5	.....	3,389	2,362	565	12,217	18,533
3 Towns	223	165	26	32	.....	2,004	2,122	503	4,996	9,625
4 Grand totals, 1900	5,655	2,474	480	2,374	327	16,419	12,455	4,448	40,587	73,909
5 " 1899.....	5,654	2,453	484	2,372	345	16,229	14,169	4,832	45,726	80,956
6 Increases	1	21	.....	2	.....	190	.....	.....	.....	.....
7 Decreases .....	.....	.....	4	.....	18	.....	1,714	384	5,139	7,047
8 Percentages .....	.....	43.75	8.49	41.98	5.78	22	17	6	55	.....

SCHOOLS. — *Continued*

Houses, Prayers, Etc.

Maps and Globes.		Examinations, prizes.		Lectures			Trees.					
Number of maps.	Number of globes.	Number of public examinations.	Number of schools distributing prizes or merit cards.	By Inspector.	By other persons.	Total.	Number of trees planted on Arbor Day.	Number of schools using authorized Scripture Readings	Number of schools opened or closed with prayer.	Number of schools using the Bible.	Number of schools imparting religious instruction.	
1 42,471	4,480	2,352	453	1,192	167	1,359	9,677	3 070	5,083	2,052	886	
2 8,922	264	126	98	7	23	30	†	44	166	141	5	
3 2,661	312	80	32	51	77	128	215	118	218	160	9	
4 54,054	5,056	2,558	583	1,250	267	1,517	9,892	3,232	5,467	2,293	900	
5 53,347	4,912	2,722	622	1,785	229	2,014	11,504	3,322	5,510	2,295	871	
6 707	144	.....	.....	.....	38	.....	.....	.....	.....	.....	29
7 .....	.....	164	39	535	.....	497	1,612	90	43	2	.....
8 f9	f1	.....	10	82	16	.....	.....	57	97	4	16

† 14,270 plants and 5,690 bulbs.
f To each school.

THE PUBLIC

V.—Table E.—

Counties (including incorporated villages, but not cities, or towns), etc.	Receipts			
	Legislative grants.	Municipal grants and assessments.	Clergy reserve fund, balan- ces and other sources.	Total receipts for all Pub- lic School purposes.
	\$ c	\$ c.	\$ c	\$ c.
1 Brant	2,388 00	27,953 53	16,312 13	46,683 66
2 Bruce	7,684 00	72,000 40	32,460 43	112,144 83
3 Carleton	4,787 00	44,856 40	14,503 83	64,147 23
4 Dufferin	3,273 00	38,948 49	16,317 79	58,539 28
5 Dundas	3,337 00	36,114 39	9,979 23	49,430 62
6 Durham	3,484 00	39,351 18	15,690 03	58,525 21
7 Elgin	4,962 00	47,566 93	29,532 42	82,061 35
8 Essex	5,105 00	55,356 89	21,492 90	81,954 79
9 Frontenac	3,579 00	35,320 22	14,431 86	53,331 08
10 Glengarry	2,591 00	26,457 26	8,140 00	37,188 26
11 Grey	8,519 00	81,657 37	31,485 43	121,011 80
12 Haldimand	3,015 00	30,911 04	15,421 99	49,348 03
13 Haliburton, N. E. Muskoka, S. Nipissing, and E. Parry Sound	9,752 07	31,190 00	10,805 02	51,847 02
14 Halden	2,721 10	22,436 01	17,455 82	42,612 83
15 Hastings	7,188 00	60,859 61	21,154 52	88,702 13
16 Huron	8,103 00	79,748 91	36,923 23	124,775 14
17 Kent	6,145 00	58,962 00	47,441 46	112,548 46
18 Lambton	6,594 00	71,089 63	33,301 45	110,985 08
19 Lanark	3,983 00	34,784 35	13,014 54	51,781 89
20 Leeds and Grenville	6,724 00	73,617 08	24,341 27	104,682 35
21 Lennox and Addington	3,589 00	33,526 06	15,385 55	52,500 61
22 Lincoln	2,914 00	30,918 03	12,366 21	46,198 24
23 Middlesex	7,254 00	78,799 50	37,729 29	123,782 79
24 Norfolk	4,019 00	40,400 80	26,232 02	70,651 82
25 Northumberland	4,386 20	44,437 96	21,493 00	70,317 16
26 Ontario	5,402 00	48,431 65	22,501 74	76,335 39
27 Oxford	5,159 00	55,099 72	43,794 96	104,053 68
28 Peel	2,857 00	33,675 98	15,469 34	52,002 32
29 Perth	4,483 00	47,380 48	19,366 54	71,230 02
30 Peterborough	4,432 90	33,393 94	10,519 27	48,346 11
31 Prescott and Russell	4,151 00	34,337 31	14,019 99	52,508 30
32 Prince Edward	2,432 00	23,904 08	9,335 89	35,671 97
33 Renfrew	6,418 00	37,589 56	13,714 67	57,722 23
34 Simcoe and W. Muskoka	16,337 00	96,963 27	47,866 42	161,166 69
35 Stormont	2,617 00	26,134 39	7,056 73	35,808 12
36 Victoria and S. E. Muskoka	9,129 00	44,857 68	17,961 50	71,948 18
37 Waterloo	4,457 70	52,125 48	39,524 83	96,108 01
38 Welland	3,518 00	36,429 65	22,134 29	62,081 94
39 Wellington	6,280 00	61,371 82	34,078 78	101,730 60
40 Wentworth	3,746 00	33,053 85	29,132 22	65,932 07
41 York	7,161 00	82,694 04	44,909 80	134,764 84
42 *Algoma District, etc	16,246 00	36,992 31	20,486 27	73,724 58
43 N. Nipissing and W. Parry Sound	10,821 00	22,936 94	9,094 59	42,852 53
44 Moose Port	150 00	.....	.....	150 00
Totals	241,893 80	2,003,636 19	964,409 25	3,209,939 24
Cities :				
1 Belleville	1,118 35	11,327 38	1,701 14	14,146 87
2 Brantford	2,299 05	24,000 00	3,204 47	29,503 52
3 Chatham	1,254 25	13,607 05	425 85	15,287 15
4 Guelph	1,303 50	18,000 00	864 24	20,167 74
5 Hamilton	6,741 60	109,990 22	30,983 95	147,715 77
6 Kingston	2,305 60	25,350 00	1,912 86	29,568 46
7 London	5,493 75	83,000 00	3,943 74	92,477 49
8 Ottawa	4,207 70	91,486 25	23,827 39	119,521 34
9 St. Catharines	1,186 00	14,252 00	645 46	16,092 46
10 St. Thomas	1,560 00	18,205 06	1,341 85	21,106 91
11 Stratford	1,435 95	14,500 00	2,125 75	18,061 70
12 Toronto	24,367 35	663,977 00	1,603 44	689,947 79
13 Windsor	1,797 00	23,165 42	1,836 47	26,798 89
Totals	55,070 10	1,110,860 38	74,465 61	1,240,396 09

*Statistics of preceding year, except Legislative grant.

SCHOOLS — *Continued.*

Financial Statement.

Expenditure.						Balances.
Teachers' Salaries.	Sites and building school houses.	Maps, apparatus, prizes, libraries, etc.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 23,321 81	2,318 65	649 02	7,823 42	34,112 90	12,570 76	
2 61,680 57	8,653 24	1,236 52	17,145 62	88,715 95	23,428 88	
3 38,952 35	3,419 31	407 94	12,976 96	55,756 56	8,800 67	
4 27,697 95	7,675 94	1,481 61	10,403 61	48,169 11	10,370 17	
5 29,625 45	4,985 33	563 87	7,940 79	43,116 44	6,314 18	
6 33,482 67	1,688 83	304 20	9,247 60	44,723 30	13,801 91	
7 40,733 29	3,351 15	1,026 97	15,047 21	60,178 62	21,882 73	
8 45,250 27	3,293 74	654 39	14,927 48	63,425 88	18,528 31	
9 32,240 18	1,781 71	342 56	7,999 86	42,355 31	10,975 77	
10 21,210 09	2,359 44	429 26	6,295 08	30,303 87	6,884 39	
11 70,679 28	7,072 40	1,872 85	12,115 72	98,740 25	22,321 55	
12 27,280 51	1,087 38	350 03	8,468 13	37,186 05	12,161 98	
13 29,377 81	6,381 37	532 51	7,965 75	44,257 44	7,589 58	
14 23,900 53	1,505 41	495 23	7,904 91	33,806 08	8,806 75	
15 55,521 87	2,134 53	1,433 47	11,673 72	70,763 59	17,938 54	
16 67,001 55	9,802 54	1,486 69	20,219 90	98,510 68	26,264 46	
17 48,013 12	8,022 50	757 08	19,209 40	76,002 10	26,546 36	
18 62,118 40	7,149 13	1,256 04	17,208 55	85,732 12	25,252 96	
19 31,285 78	1,640 97	283 61	7,926 61	41,136 97	10,644 92	
20 63,949 20	3,897 82	1,028 25	16,445 74	85,321 01	19,361 34	
21 29,779 41	3,869 91	570 79	7,359 75	41,579 86	10,920 75	
22 25,945 68	1,042 74	409 10	7,223 83	34,621 35	11,576 89	
23 63,322 80	8,435 22	1,014 78	20,750 85	93,523 65	30,259 14	
24 34,071 41	1,573 86	330 30	9,016 44	44,992 01	25,659 81	
25 37,181 15	2,531 10	419 67	15,595 55	55,727 47	14,589 69	
26 42,581 63	3,127 34	1,063 42	13,707 22	60,479 61	15,855 78	
27 46,936 56	6,236 06	411 42	12,959 49	66,543 53	37,510 15	
28 26,687 86	4,155 21	865 31	8,784 35	40,492 73	11,509 59	
29 38,764 18	4,880 07	809 20	10,817 90	55,271 35	15,958 67	
30 29,832 60	1,073 32	195 06	8,675 08	39,776 06	8,570 05	
31 29,537 66	5,829 99	280 66	7,251 03	42,899 34	9,608 96	
32 22,225 03	418 89	546 70	5,237 84	28,428 46	7,243 51	
33 35,625 45	3,455 05	777 71	8,442 79	48,301 00	9,421 23	
34 87,128 24	10,501 04	2,997 39	21,600 05	122,226 72	38,939 97	
35 22,429 73	3,488 62	210 09	6,026 74	32,155 18	3,652 94	
36 43,387 83	5,613 83	596 71	10,852 11	60,450 48	11,497 70	
37 42,313 70	4,430 48	714 67	12,138 41	59,597 26	36,510 75	
38 31,603 98	939 35	264 78	8,736 89	41,545 00	20,536 94	
39 52,615 42	5,608 11	1,467 74	18,202 59	77,893 86	23,836 74	
40 30,808 63	4,017 73	713 40	9,910 14	45,449 90	29,482 17	
41 68,833 54	5,414 78	1,682 87	25,816 10	101,777 29	32,987 55	
42 39,429 85	6,637 41	1,204 48	9,930 17	57,201 91	16,522 67	
43 23,181 90	3,773 16	548 83	8,514 02	36,017 91	6,834 62	
44 150 00	.....	.....	.....	150 00	.....
1,735,627 92	185,284 66	34,687 18	513,816 40	2,469,416 16	740,523 08	
1 9,617 14	.....	.....	3,388 56	13,005 70	1,141 17
2 19,819 16	180 95	2,172 36	7,326 16	29,498 63	4 89	
3 10,242 24	.....	79 00	3,883 34	14,204 58	1,082 57
4 13,103 65	2,194 93	158 60	4,571 85	20,029 03	138 71	
5 71,342 43	8,305 39	6,827 93	58,976 44	145,452 19	2,263 58	
6 19,480 87	.....	2,073 99	7,893 78	29,448 64	119 82
7 61,927 05	4,104 88	.....	26,445 56	92,477 49	.....
8 54,935 43	3,000 00	2,213 38	27,517 47	87,666 28	31,855 06	
9 10,538 94	.....	7 95	5,525 57	16,092 46	.....
10 15,059 63	563 50	.....	4,850 82	20,473 95	632 96
11 11,522 75	36 30	1,440 68	5,061 97	18,061 70	.....
12 366,714 92	110,997 40	8,315 34	149,805 11	635,832 77	54,115 02	
13 19,262 52	.....	75 83	7,460 54	26,798 89	.....
683,586 73	129,383 35	23,365 06	312,707 17	1,149,042 31	91,353 78	

THE PUBLIC

V—Table E.—

Towns.	Receipts.			
	Legislative grants	Municipal grants and assessments.	Clergy reserve fund, balances, and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Alliston	223 00	1 936 35	472 70	2,632 05
2 Amherstburg	281 00	3,528 87	800 28	4,610 15
3 Ancaster	129 00	2 314 28	366 93	2,810 21
4 Arnprior	290 00	3,819 33	1,682 44	5,791 77
5 Aurora	188 00	2,300 00	780 87	3,268 87
6 Aylmer	296 25	4,189 39	190 44	4,676 08
7 Barrie	770 00	7,654 28	2,667 52	11,091 80
8 Berlin	1,181 60	13,189 39	926 68	15,297 67
9 Blenheim	207 00	3,434 22	8,302 55	11,943 77
10 Brantford	112 00	1,192 15	1,023 65	2,327 80
11 Bowmanville	353 00	4,500 00	203 88	5,056 88
12 Bracebridge	775 00	2,200 00	1,332 63	4,307 63
13 Brampton	517 00	4,450 00	231 40	5,198 40
14 Brockville	954 00	13,000 00	780 26	14,734 26
15 Carleton Place	508 00	5,350 00	472 52	6,330 52
16 Clinton	468 00	2,950 00	666 86	4,024 86
17 Cobourg	379 00	5 200 00	591 29	6,170 29
18 Collingwood	669 00	9,350 00	524 14	10,543 14
19 Cornwall	478 00	6,140 00	2,233 88	8,851 88
20 Deseronto	444 00	4,972 36	793 28	6,209 64
21 Dresden	200 00	3,200 00	4,809 80	8,209 80
22 Dundas	307 00	4,326 95	278 84	4,912 79
23 Dunnville	234 00	2,650 00	153 11	3,037 11
24 Durham	308 00	2,762 29	304 70	3,374 99
25 Essex	176 00	2,074 25	70 82	2,321 07
26 Forest	356 00	2,649 75	226 12	3,231 87
27 Fort William	646 00	12,024 95	3,578 99	16,199 94
28 Galt	1,048 15	13,950 00	582 79	15,580 94
29 Gananoque	566 00	5,692 77	57 49	6,316 26
30 Goderich	592 00	5,109 13	115 00	5,816 13
31 Gore Bay	523 00	760 32	1,112 53	2,395 85
32 Gravenhurst	228 00	3,650 00	77 14	3,955 14
33 Harriston	216 00	2,609 00	185 15	3,010 15
34 Hawkesbury	52 00	1,600 00	142 27	1,794 27
35 Ingersoll	681 25	6,124 38	462 52	7,268 15
36 Kincardine	412 00	3,988 00	412 46	4,812 46
37 Leamington	372 00	3,486 10	5 75	3,863 85
38 Lindsay	762 00	9,745 97	111 53	10,619 50
39 Listowel	322 00	3,278 00	67 29	3,667 29
40 Little Current	80 00	1,060 00	635 91	1,775 91
41 Mattawa	216 00	950 00	145 68	1,311 68
42 Meaford	369 00	2,815 00	149 74	3,333 74
43 Midland	300 00	9,200 00	546 76	10,046 76
44 Milton	312 00	2,384 12	945 11	3,641 23
45 Mitchell	412 00	3,000 00	220 43	3,632 43
46 Mount Forest	419 00	3,466 00	327 95	4,212 95
47 Napanee	525 00	3,660 00	956 88	5,141 88
48 Newmarket	369 00	2,675 00	610 55	3,654 55
49 Niagara	168 00	1,976 00	.....	2,144 00
50 Niagara Falls	408 45	6,500 00	59 71	6,968 16
51 North Bay	949 00	4,825 19	2,359 39	8,183 58
52 North Toronto	259 25	4,125 00	156 51	4,540 76
53 Oakville	187 00	2,458 00	1,441 46	4,086 46
54 Orangeville	645 00	3,950 00	264 77	4,859 77
55 Orillia	459 00	8,000 00	243 81	8,702 81
56 Oshawa	461 00	6,041 00	571 10	7,073 10
57 Owen Sound	1,142 50	13,350 00	229 55	14,722 05
58 Palmerston	223 00	4,209 00	19 94	4,451 94
59 Parkhill	145 00	1,925 00	779 27	2,849 27
60 Paris	361 00	4,774 00	5,136 23	10,271 23
61 Parry Sound	865 00	4,577 42	238 27	5,680 69
62 Pembroke	347 00	4,644 83	279 44	5,271 27
63 † Penetanguishene	277 00	3,725 41	261 75	4,264 16

* Statistics of preceding year, except Legislative grant; no report received.

† Including Protestant Separate School.

SCHOOLS — Continued.

Financial Statement — Continued.

Expenditure.						
Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes, and libraries.	Rent and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1,921 83		52 29	493 57	2,467 69		164 36
8,642 19			947 21	4,506 46		13 75
1,915 00		23 90	459 77	2,391 67		418 54
3,725 00		11 76	629 64	3,866 40		1,925 37
1,900 00		9 45	497 34	2,496 79		772 08
3,176 00	670 65	22 03	704 13	4,572 81		103 27
8,132 79	284 36	85 40	2,263 00	10,792 55		239 25
10,185 98	289 16	502 74	4,191 87	15,172 75		124 92
2,976 95	3,980 11	116 05	553 23	7,626 34		4,517 43
1,366 66	59 75	81 21	293 86	1,801 48		526 32
3,625 00	77 35	89 23	1,096 50	4,888 08		198 80
2,921 45		29 53	1,276 66	4,227 64		79 99
3,585 51			1,502 90	5,088 41		109 99
8,380 35		363 55	5,491 73	14,235 63		428 63
4,099 21		4 50	1,173 56	5,277 27		1,023 25
2,776 00		15 60	696 00	3,487 00		537 86
3,921 60	140 00	44 82	2,063 87	6,170 29		
6,777 49		124 07	3,074 79	9,976 35		566 79
4,546 03			1,402 77	5,948 80		2,903 08
4,315 30		47 14	947 70	5,310 14		819 50
2,653 63		38 11	472 11	3,163 85		5,045 95
3,816 42			907 64	4,724 06		188 73
2,166 00		247 25	604 92	3,018 17		18 94
2,431 04	321 29	36 86	582 37	3,371 56		3 42
1,674 31			424 32	2,098 63		222 44
2,365 00			687 70	3,052 70		179 17
5,851 19	7,560 83	214 33	2,573 59	16,199 94		
10,524 02	1,162 84	191 67	3,364 71	15,243 24		337 70
4,500 00			1,810 67	6,310 67		5 59
4,029 17			1,786 96	5,816 13		
1,465 25		29 97	357 53	1,852 75		543 10
2,683 25	95 42	54 70	1,121 77	3,955 14		
2,145 00	28 45		629 39	2,802 84		207 31
1,066 50			423 32	1,489 82		304 45
5,416 25		94 41	1,530 55	7,041 21		229 94
3,176 38			1,023 53	4,199 91		612 55
3,025 00	108 00	55 00	609 78	3,797 78		66 07
8,083 00			2,468 89	10,551 89		67 61
2,868 41		10 00	785 10	3,663 51		3 78
732 50		27 46	172 84	932 80		843 11
950 22		15 69	318 71	1,284 62		27 06
2,473 22			804 74	3,277 96		55 78
3,498 22	4,679 37	224 36	1,028 95	9,430 90		615 86
2,868 38	369 40	11 50	230 55	3,479 83		161 40
2,813 00	34 66	56 56	364 23	3,268 45		363 98
3,013 00		53 96	1,140 40	4,207 36		5 59
3,747 50		43 55	1,122 17	4,913 22		228 66
2,316 25			984 60	3,300 85		353 70
1,545 00		5 70	517 80	2,068 50		75 50
5,068 50	925 67	160 41	812 44	6,967 02		1 14
3,078 99	1,673 87	337 56	2,622 97	7,713 39		470 19
2,925 00	38 09	54 78	1,519 72	4,537 59		3 17
1,865 00			529 44	2,394 44		1,692 02
3,827 42		38 77	940 67	4,806 86		52 91
6,590 65	193 55	137 45	1,711 72	8,633 37		69 44
4,717 00		16 55	1,956 30	6,689 85		383 25
10,341 00		234 80	3,855 13	14,433 93		288 12
2,350 00			2,032 73	4,382 73		69 21
1,500 00		14 00	340 50	1,854 50		994 77
3,684 57	4,441 32	4 75	1,224 11	9,374 75		916 48
3,944 00	688 62	16 01	1,021 84	5,670 47		10 22
3,880 00	671 00	22 45	697 82	5,271 27		
2,837 00	258 50	39 31	769 39	3,904 20		359 96

THE PUBLIC

V.—Table E.—

Towns.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy reserve fund, balances, and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
64 Perth	527 00	4,296 51	311 51	5,135 02
65 Peterborough	1,117 05	17,200 00	1,709 05	20,026 10
66 Petrolia	577 00	8,000 00	1,825 68	10,402 68
67 Picton	557 00	4,925 00	88 31	5,570 31
68 Port Arthur	219 00	3,890 03	48 47	4,157 50
69 Port Hope	682 00	6,659 87	437 00	7,778 87
70 Prescott	461 00	3,021 00	501 15	3,983 15
71 Preston	222 00	3,214 00	1,779 96	5,225 96
72 Rat Portage	1,006 00	16,000 00	32,924 56	49,930 56
73 Renfrew	376 00	4,890 82	256 32	5,523 14
74 Ridgetown	270 00	3,250 00	329 24	3,849 24
75 St. Mary's	418 00	3,890 00	151 71	4,459 71
76 Sandwich	174 00	2,000 00	2,164 01	4,338 01
77 Sarnia	890 00	9,372 50	1,740 51	12,003 01
78 Sault Ste. Marie	729 00	5,600 00	393 46	6,722 46
79 Seaford	296 00	3,300 00	912 00	4,508 00
80 Simcoe	501 00	4,381 41	444 21	5,326 62
81 Smith's Falls	580 00	6,397 06	469 49	7,446 55
82 Stayner	151 00	1,805 00	612 98	2,568 98
83 Sturgeon Falls	78 00	359 35	671 99	1,109 34
84 Strathroy	527 00	4,185 00	216 51	4,928 51
85 Sudbury	207 00	1,760 65	1,097 64	3,065 29
86 Thessalon	91 00	1,327 75	216 45	1,635 20
87 Thornbury	86 00	1,827 68	316 51	2,230 19
88 Thorold	194 00	2,781 00	474 73	3,449 73
89 Tilsonburg	303 10	3,614 73	.....	3,917 83
90 Toronto Junction	976 70	13,741 00	974 40	15,692 10
91 Trenton	388 00	3,287 87	33 04	3,708 91
92 Uxbridge	214 00	2,706 37	10 77	2,931 14
93 Vankleek Hill	296 00	1,150 00	935 44	2,381 44
94 Walkerton	428 00	4,213 90	142 36	4,784 26
95 Walkerville	167 00	3,200 00	224 49	3,591 49
96 Wallaceburg	297 00	4,388 00	776 19	5,461 19
97 Waterloo	391 25	5,400 00	250 55	6,041 80
98 Welland	222 00	3,000 00	17,199 10	20,421 10
99 Whitby	398 00	4,600 00	67 39	5,065 39
100 Warton	252 00	2,516 47	496 19	3,264 66
101 Wingham	271 00	3,550 00	200 00	4,021 00
102 Woodstock	1,270 00	11,800 00	6,702 95	19,772 95
Totals	43,983 55	487,156 42	132,375 03	663,515 00
Totals				
1 Counties, etc	241,893 80	2,003,636 19	964,409 25	3,209,939 24
2 Cities	55,070 10	1,110,860 38	74,465 61	1,240,396 09
3 Towns	43,983 55	487,156 42	132,375 03	663,515 00
4 Grand totals, 1900	340,947 45	3,601,652 99	1,171,249 89	5,113,850 33
5 " 1899	347,251 00	3,219,601 15	1,234,711 03	4,801,563 18
6 Increases .....	.....	382,051 84	.....	312,287 15
7 Decreases	6,303 55	.....	63,461 14	.....
8 Percentages	7	70	23	.....
Cost per pupil.				
1 Counties, etc	\$ c.			
2 Cities	8 48			
3 Towns	17 07			
	9 90			
4 Province	10 06			

SCHOOLS.—Concluded.

Financial Statement.—Concluded.

Expenditure.					
Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes, and libraries.	Rent and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances.
\$ c	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
3,567 00	328 02	95 35	1,045 80	5,036 17	98 85
13,729 95			6,296 15	20,026 10	
5,939 70			2,985 40	8,925 10	1,477 58
3,879 97		148 78	1,263 44	5,292 19	278 12
3,111 49		14 98	1,031 03	4,157 50	
5,842 03			1,936 84	7,778 87	
2,960 70			973 35	3,934 05	49 10
2 640 00			876 68	3,516 68	1,709 28
8,938 50	900 88	763 77	39,142 04	49,745 19	185 37
3,105 75	676 57	2 29	1,585 21	5,369 82	153 32
2,782 61		4 90	515 13	3,302 64	546 60
3,081 61		34 20	1,303 38	4,419 19	40 52
1,848 50		33 00	152 62	2,034 12	2,303 89
8,267 80	646 67		2,129 00	11,043 47	959 54
4,551 89		61 32	1,904 92	6,518 63	203 83
2,595 00		23 60	1,375 77	3,994 37	513 63
4,111 00		307 35	695 40	5,113 75	212 87
4,831 13			2,511 04	7,342 17	104 38
1,963 34	65 00	6 00	512 40	2,546 74	22 24
690 00	50 60	115 68	253 06	1,109 34	
3,932 50		49 90	932 15	4,914 55	13 96
1,464 00			644 47	2,108 47	956 82
1,200 13			320 45	1,520 58	114 62
1,328 19			340 73	1,668 92	561 27
2,495 00		7 00	546 35	3,048 35	401 38
3,035 13		25 00	851 98	3,892 11	25 72
10,583 50		207 25	3,660 24	14,450 99	1,241 11
2,714 61		68 99	900 89	3,684 49	24 42
2,349 71			581 43	2,931 14	
1,859 50			293 11	2,152 61	228 83
3,458 82	4 50	5 40	1,221 32	4,690 04	94 22
2,472 68		27 73	987 39	3,487 80	103 69
3,420 00		157 02	1,710 17	5,287 19	174 00
4,435 00		4 50	1,305 99	5,745 49	296 31
2,229 20	12,900 65		796 10	15,925 95	4,495 15
3,841 00		27 50	1,177 38	5,045 88	19 51
2,340 00			672 70	3,012 70	251 96
3,170 00	144 40		655 06	3,969 46	51 54
11,240 87		969 06	3,623 57	15,833 50	3,939 45
390,031 39	44,469 55	7,271 66	168,300 86	610,073 46	53,441 54
1,735,627 92	185,284 66	34,687 18	513,816 40	2,469,416 16	740,523 08
683,586 73	129,383 35	23,365 06	312,707 17	1,149,042 31	91,353 78
390,031 39	44,469 55	7,271 66	168,300 86	610,073 46	53,441 54
2,809,246 04	359,137 56	65,323 90	994,824 43	4,228,531 93	885,318 40
2,776,641 32	322,402 97	59,527 66	861,475 97	4,020,047 92	781,515 26
32,604 72	36,734 59	5,796 24	133,348 46	208,484 01	103,803 14
66.44	8.49	1.54	23.53		

ROMAN CATHOLIC

I.—Table F.—Financial

Counties (including incorporated villages but not cities or towns,) etc.	Number of Schools.	Receipts.				Expendi-
		Legislative grants.	School rate on supporters.	Subscribed and from other sources.	Total amount received.	Teachers' salaries.
		\$ c	\$ c	\$ c	\$ c	\$ c
1 Bruce.....	7	414 00	4,156 62	2,098 58	6,669 20	3 260 00
2 Carlton	15	626 00	5,915 70	1,271 93	7,813 63	4,518 42
3 Essex	10	435 00	3,615 76	1,904 67	5,955 43	3,837 29
4 Frontenac	11	426 09	3,040 06	1,112 95	4,579 01	2,642 30
5 Grey	7	442 00	1,837 11	686 72	2,965 83	1,605 00
6 Hastings.....	7	201 00	1,651 92	507 83	2,360 75	1 547 80
7 Huron	6	287 00	2,082 59	584 28	2,953 87	1,910 00
8 Kent	7	266 00	2,799 25	1,148 68	4,213 93	2,408 81
9 Lambton	2	64 00	575 01	195 45	834 46	510 00
10 Lanark	3	130 00	573 91	258 93	962 84	635 00
11 Leeds and Grenville	5	341 00	1,255 50	561 11	2,157 61	1,405 25
12 Lennox and Addington	2	43 00	511 84	143 44	698 28	469 57
13 Lincoln	2	69 00	1,123 54	255 11	1,447 65	850 00
14 Middlesex	4	152 00	971 04	151 03	1,274 07	897 65
15 Norfolk	1	46 00	361 34	475 07	882 41	260 00
16 Northumberland	6	254 00	1,744 01	923 55	2,921 56	1,618 00
17 Ontario	1	94 00	181 82	778 67	1,054 49	625 00
18 Peel	1	16 00	134 46	72 44	222 90	199 05
19 Perth	4	163 00	1,245 14	343 37	1,751 51	1,021 00
20 Peterborough	1	17 00	230 64	44 95	292 59	225 00
21 Prescott and Russell.....	66	3,119 00	21,106 18	8,677 52	32,902 70	18,355 71
22 Renfrew	10	759 09	2,296 06	3,736 17	6,791 23	2,415 88
23 Simcoe	3	238 00	1,191 08	247 52	1,676 60	1,095 00
24 Stormont, Dundas and Glen- garry	11	716 00	4,634 57	3,006 52	8,357 09	4,279 13
25 Waterloo.....	7	325 00	3,206 01	1,979 69	5,510 70	2,825 00
26 Wellington.....	8	297 00	2,657 22	651 57	3,605 79	2,120 15
27 Wentworth	1	71 00	145 15	41 79	257 94	200 00
28 York	2	53 00	465 67	325 58	844 25	495 00
29 Algoma District.....	2	200 00	885 00	1,512 52	2,597 52	726 30
30 Nipissing	13	1,425 00	3,004 19	954 01	5,383 20	3,219 81
Totals.....	225	11,689 00	73,598 39	34,651 65	119,939 04	66,177 12
Cities.						
1 Belleville.....	2	271 00	1,406 80	603 68	2,281 48	1,371 00
2 Brantford	2	239 00	1,560 91	465 24	2,265 15	1,100 00
3 Chatham	1	182 00	1,360 38	279 09	2,121 47	1,477 41
4 Guelph	3	266 00	2,175 63	655 74	3,097 37	1,700 00
5 Hamilton	8	980 00	11,000 00	2 411 62	14,391 62	5,219 75
6 Kingston	4	509 00	2,450 00	8,960 74	11,919 74	4,418 00
7 London	6	594 00	6,530 09	536 65	7,660 74	2,850 00
8 Ottawa	23	5,065 00	38,025 00	32,706 44	75,796 44	21,518 00
9 St. Catharines.....	3	236 00	4,054 26	35 99	4,325 35	1,950 00
10 St. Thomas.....	1	130 00	1,300 35	1 80	1,432 15	800 00
11 Stratford.....	1	216 00	2,297 48	40 64	2,554 12	1,300 00
12 Toronto	22	3,056 00	45,025 91	16,370 43	64,452 34	21,798 89
Totals.....	76	11,744 00	117,486 81	63,067 15	192,297 97	65,503 05

SEPARATE SCHOOLS.

Statement, Teachers, Etc.

ture.					Teachers.				
Sites and building school houses.	Maps, apparatus, prizes and libraries.	All other purposes	Total amount expended.	Balances.	Number of teachers.	Male	Female.	Average salary, male.	Average salary, female. (In addition, members of Religious Orders received free residence.)
\$ c	\$ c	\$ c	\$ c	\$ c					
1 1,285 24	74 50	823 67	5,443 41	1,225 79	15	3	12	373	178
2 1,407 31	108 15	1,450 36	7,484 24	329 39	21	1	20	240	217
3 242 20	39 57	1,564 07	5,683 13	272 30	17	1	16	360	208
4 101 47	3 10	828 56	3,575 43	1,003 58	11	2	9	192	239
5 15 00	110 16	433 61	2,163 77	802 06	7	....	7	....	231
6 334 46	.....	261 84	2,144 10	216 65	7	....	7	....	245
7 95 09	..	561 18	2,566 27	387 60	7	1	6	350	264
8 234 48	98 57	453 42	3,195 28	1,018 65	10	1	9	400	244
9	28 40	92 27	630 67	203 79	2	1	1	275	235
10 4 86	.....	250 21	890 07	72 77	3	....	3	....	212
11 214 39	1 50	370 25	1,991 39	166 22	7	1	6	215	204
12 .....	.....	209 78	679 35	18 93	2	1	1	250	220
13 332 00	2 20	198 96	1,383 16	64 49	3	1	2	450	200
14 18 10	2 25	204 69	1,122 69	151 38	4	....	4	....	224
15	23 45	166 28	449 73	432 68	1	....	1	....	340
16 266 44	.....	390 24	2,274 68	646 88	7	2	5	295	204
17 .....	.....	240 20	865 20	189 29	2	1	1	400	225
18 .....	.....	23 85	222 90	....	1	..	1	....	220
19 2 50	.....	401 20	1,424 70	326 81	4	1	3	300	238
20 .....	.....	34 69	259 69	32 90	1	..	1	....	225
21 3,291 15	372 80	2,072 20	24,991 86	7,910 84	80	18	62	257	210
22 573 17	69 50	1,919 43	4,977 98	1,813 25	13	....	13	....	215
23 196 70	43 51	212 87	1,548 08	128 52	6	1	5	390	152
24 1,031 53	23 35	2,080 64	7,414 65	942 44	20	2	18	350	210
25 484 01	60 38	654 40	4,023 79	1,486 91	12	1	11	425	218
26 307 36	37 50	592 16	3,057 17	548 62	10	1	9	275	208
27 1 20	.....	56 74	257 94	....	1	.....	1	....	200
28 17 50	10 00	116 13	638 63	205 62	2	.....	2	....	247
29 1,544 25	29 80	193 00	2,493 35	104 17	4	..	4	....	181
30 431 28	66 69	1,052 30	4,770 08	613 12	13	5	8	280	221
12,431 69	1,205 38	18,809 20	98,623 39	21,315 65	293	45	248	292	217
1 26 95	8 00	648 34	2,054 29	227 19	6	1	5	240	200
2 460 72	28 50	481 16	2,070 38	194 77	5	.....	5	....	220
3	21 00	438 46	1,936 87	184 60	6	1	5	400	200
4	50 00	1,158 49	2,908 49	188 88	8	.....	8	....	212
5 2,971 18	881 51	3,534 28	12,606 72	1,784 90	38	.....	38	....	160
6 196 80	162 91	6,589 10	11,366 81	552 93	15	1	14	900	221
7 2,250 00	441 00	1,800 59	7,341 59	319 15	18	....	18	....	158
8 32,171 56	220 00	20,971 33	74,880 86	915 58	92	6	86	600	261
9 1,288 00	.....	792 16	4,030 16	295 19	9	1	8	500	181
10	30 00	563 52	1,393 52	38 63	4	.....	4	....	200
11 540 60	50 00	549 37	2,439 97	114 15	6	.....	6	....	217
12 19,284 46	2,805 23	19,002 88	62,891 46	1,560 88	97	26	71	300	200
59,190 24	4,698 15	56,529 68	185,921 12	6,376 85	304	36	268	373	194

ROMAN CATHOLIC

I—Table F.—Financial

Towns	No of Schools.	Receipts.				Expen-
		Legislative grants.	School rate on sup- por etc.	Subscribed and from other sources.	Total amount received.	Teachers' Salaries.
		\$ c	\$ c	\$ c	\$ c	\$ c
1 Almonte	1	103 00	702 24	1,157 65	2,002 89	800 00
2 Amherstburg	1	147 00	1,579 80	1,856 40	3,583 20	1,110 00
3 Armourier	2	176 00	1,749 99	890 05	2,816 04	1,423 71
4 Barrie	1	111 00	1,364 23	979 45	2,454 68	900 00
5 Berlin	1	233 00	2,458 25	893 34	3,584 59	1,190 00
6 Brockville	1	255 00	2,368 45	37 77	2,661 22	1,866 00
7 Cobourg	1	142 00	900 00	16 56	1,058 56	800 00
8 Cornwall	3	448 00	3,500 00	2,102 38	6,050 38	3,601 64
9 Dundas	1	113 00	849 00	371 52	1,333 52	600 00
10 Galt	1	58 00	467 74	106 00	631 74	325 00
11 Goderich	1	54 00	326 32	69 70	450 02	300 00
12 Hawkesbury	1	210 00	1,700 00	294 20	2,204 20	1,400 00
13 Ingersoll	1	66 00	908 48	1 08	975 56	718 75
14 Lindsay	2	193 00	2,092 00	1,357 04	3,642 04	2,054 25
15 *Mattawa	1	213 93	3,041 01	299 25	3,554 19	1,658 61
16 Newmarket	1	42 00	276 45	473 45	791 90	276 34
17 Niagara Falls	1	81 00	802 65	275 25	1,158 90	600 00
18 North Bay	2	99 00	1,400 00	1,110 59	2,609 59	1,029 40
19 Oakville	1	20 00	223 00	103 00	346 00	300 00
20 Orillia	1	104 00	1,281 46	1,225 12	2,610 58	1,360 49
21 Oshawa	1	55 00	368 59	175 00	598 59	419 00
22 Owen Sound	1	72 00	754 14	565 96	1,392 10	385 00
23 Paris	1	42 00	464 72	445 97	952 69	360 00
24 Parkhill	1	34 00	300 12	35 00	369 12	340 00
25 Pembroke	1	275 00	2,889 72	116 70	3,281 42	2,444 34
26 Perth	1	135 00	942 00	292 00	1,369 00	800 00
27 Peterborough	3	390 00	4,191 60	1,075 39	5,656 99	3,984 00
28 Picton	1	29 00	300 00	752 93	1,081 93	373 00
29 Port Arthur	1	78 00	829 66	310 15	1,217 81	800 00
30 Prescott	1	146 00	1,098 26	509 26	1,753 52	1,100 00
31 Preston	1	51 00	399 19	361 67	811 86	351 91
32 Rat Portage	2	192 00	1,700 00	318 04	2,210 04	1,000 00
33 Renfrew	2	155 00	2,077 25	857 06	3,089 31	1,616 91
34 St. Marys	1	46 00	392 55	167 31	605 86	325 00
35 Sarnia	1	102 00	1,116 76	362 65	1,581 41	925 00
36 Saint Ste. Marie	1	73 00	1,194 44	398 80	1,666 24	840 00
37 Sturgeon Falls	1	61 00	824 00	307 53	1,192 53	585 00
38 Sudbury	1	90 00	1,076 00	935 81	2,101 81	825 00
39 Thorold	1	68 00	1,061 00	664 25	1,793 25	700 00
40 Trenton	1	164 00	1,761 98	136 79	2,062 77	1,151 45
41 Vankleekhill	1	137 00	745 00	320 00	1,202 00	800 00
42 Warkenton	1	105 00	652 15	454 35	1,211 50	550 00
43 Wallaceburg	1	59 00	807 31	139 65	1,005 96	691 68
44 Waterloo	1	61 00	750 00	9 80	820 80	400 00
45 Whitby	1	32 00	220 00	100 09	352 09	265 00
Totals	54	5,520 93	54,907 51	23,471 96	83,900 40	44,351 48
Totals						
1 Counties, etc.	225	11,689 00	73,598 39	34,651 65	119,939 04	66,177 12
2 Cities	76	11,744 00	117,486 81	63,067 16	192,297 97	65,503 05
3 Towns	54	5,520 93	54,907 51	23,471 96	83,900 40	44,351 48
4 Grand totals, 1900	355	28,953 93	245,992 71	121,190 77	396,137 41	176,031 65
5 " " 1899	352	27,026 00	289,457 87	84,671 02	401,154 89	175,170 35
6 Increases	3	1,927 93		36,519 75		861 30
7 Decreases			43,465 16		5,017 48	
8 Percentages		7.31	62.10	30.59		49.10
Cost per pupil:		\$ c.				
1 Counties, etc.		6 39				
2 Cities		11 41				
3 Towns		6 94				
4 Provinces		8 46				

* No report received; statistics of preceding report, except legislative grant.

SEPARATE SCHOOLS.—Continued.

Statement, Teachers, Etc.—Concluded.

diture.				Teachers.					
Sites and building school houses	Maps, apparatus, prizes and libraries.	All other purposes.	Total amount expended.	Balances	Number of teachers	Male.	Female.	Average salary male.	Av. salary, female. (In addition mbrs. of Rel. Orders recd. free rsid ce.)
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.					\$
1 170 00		930 37	1,900 37	102 52	3	1	2	400	212
2 844 45	58 75	1,491 36	3,504 56	78 64	4		4		250
3 500 00		675 15	2 598 86	217 18	6	1	5	600	200
4 320 98		1,010 74	2 231 72	222 96	4		4		225
5 1,411 64	30 00	572 74	3,204 38	380 21	7		7		186
6	37 50	616 79	2,520 29	140 93	8		8		233
7		201 67	1,001 67	56 89	4		4		200
8		2,448 74	6,050 38		14	1	13	550	217
9		233 54	833 54	499 98	4		4		200
10 99 00	18 00	174 94	616 94	14 80	1		1		325
11		139 85	439 85	10 17	2		2		200
12 175 00	27 00	602 20	2,204 20		7		7		200
13 16 20	10 00	230 61	975 56		2		2		287
14	5 25	548 15	2,607 65	1,034 39	7	1	6	550	351
15 1,030 89	144 41	564 05	3,392 96	161 23	5	1	4	550	200
16 6 00		272 62	554 96	236 94	1		1		276
17 125 00	58 91	271 90	1,055 81	103 09	3		3		200
18 210 00	3 85	1,308 32	2,551 57	58 02	3		3		342
19		46 00	346 00		1		1		250
20 30 00	15 25	291 01	1,696 75	913 83	4		4		350
21		110 00	529 00	69 59	2		2		200
22 338 80		171 80	895 60	496 50	2		2		192
23		119 71	479 71	472 98	2		2		180
24		22 00	362 00	7 12	1		1		340
25 322 59	130 32	355 51	3,252 76	28 66	10	1	9	600	224
26 155 54	10 00	403 46	1,369 00		4		4		200
27 25 15	10 00	1,366 84	5,385 99	271 00	14	1	13	900	241
28	3 75	178 67	555 42	526 51	2		2		185
29 78 17		262 00	1,150 17	67 64	3		3		300
30		653 52	1,753 52		4	1	3	500	200
31 146 95	3 25	132 43	634 54	177 32	1		1		350
32 160 00	30 00	366 99	1,556 99	653 05	6		6		167
33	5 60	720 21	2,342 72	746 59	6	1	5	540	220
34 15 00		56 27	396 27	209 59	1		1		325
35		446 00	1,371 00	210 41	4		4		231
36 375 00	9 00	308 40	1,532 40	133 84	3		3		300
37 480 00	2 00	121 05	1,188 05	4 48	2		2		250
38 202 00		628 94	1,655 94	445 87	3		3		275
39 15 86	127 21	732 69	1,575 76	217 49	3		3		233
40 225 00		531 00	1,907 45	155 32	5		5		250
41		15 61	815 61	386 39	6		6		133
42 6 00		599 92	1,155 92	55 58	4		4		137
43	23 30	100 13	815 11	190 85	2	1	1	450	300
44 129 72	2 75	169 59	702 06	118 74	3		3		133
45		70 50	335 50	16 59	1		1		265
7,614 94	766 10	21,273 99	74,006 51	9,893 89	177	10	167	564	233
1 12,431 69	1,205 38	18,809 20	98,623 39	21,315 65	293	45	248	292	217
2 59,190 24	4,698 15	56,529 68	185,921 12	6,376 85	304	36	268	373	194
3 7,614 94	766 10	21,273 99	74,006 51	9,893 89	177	10	167	564	233
4 79,236 87	6,669 63	96,612 87	358,551 02	37,586 39	774	91	683	354	212
5 72,922 41	5,017 76	98,901 17	352,011 69	49,143 20	764	101	663	360	208
6 6,314 46	1,651 87		6,539 33		10		20		4
7		2,288 30		11,556 81		10		6	
8 22 10	1.86	26.94				12	88		

ROMAN CATHOLIC

II.—Table G — Attendance, pupils in the

Counties including incorpor- ated villages, but not cities or towns, etc	Number of Pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Reading.						Writing.	Arithmetic.
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.		
1 Bruce	848	439	409	577	68	201	141	170	192	144	....	848	848
2 Carleton	1,374	697	677	687	50	520	269	275	217	81	12	1,374	1,374
3 Essex	873	463	410	554	63	298	134	162	162	106	11	873	873
4 Frontenac	362	173	189	208	57	53	42	59	76	112	20	362	362
5 Grey	279	149	130	113	41	72	36	54	61	51	5	279	279
6 Hastings	271	136	135	125	46	70	35	46	55	61	4	271	271
7 Huron	376	205	171	202	54	79	36	70	84	89	18	376	376
8 Kent	498	247	251	243	49	151	75	84	100	69	19	498	498
9 Lambton	95	52	43	37	39	17	12	17	15	29	5	95	95
10 Lanark	98	50	48	50	51	28	13	19	17	21	...	98	98
11 Leeds & Grenville	211	111	100	130	62	51	26	34	26	49	25	211	211
12 Lennox & Add... ..	94	47	47	48	51	18	17	9	25	23	2	94	94
13 Lincoln	169	88	81	92	54	55	33	24	39	18	...	169	169
14 Middlesex	117	73	44	72	61	14	17	13	25	42	6	117	117
15 Norfolk	108	58	50	46	43	23	25	12	18	25	5	108	108
16 Northumberland.	233	125	108	133	57	48	44	51	33	47	10	233	233
17 Ontario	96	52	44	63	66	20	6	16	17	24	13	96	96
18 Peel	32	18	14	20	62	4	10	5	4	9	...	32	32
19 Perth	210	108	102	105	50	37	28	34	38	65	8	210	210
20 Peterborough....	29	13	16	12	41	4	6	5	7	6	1	29	29
21 Prescott & Russell	5,018	2,518	2,500	2,638	53	2,178	1,047	853	631	306	3	5,018	5,018
22 Renfrew	623	308	315	302	48	174	89	101	91	126	42	623	623
23 Simcoe	212	100	112	146	69	39	38	57	40	34	4	212	212
24 Stormont, Dundas and Glengarry..	1,218	596	622	554	45	405	217	243	190	151	12	1,218	1,218
25 Waterloo	612	336	276	371	61	116	82	167	150	96	1	612	612
26 Wellington	388	198	190	242	62	87	51	65	106	71	8	388	388
27 Wentworth	29	17	12	12	41	5	4	8	4	5	3	29	29
28 York	106	50	56	57	54	38	15	35	12	6	...	106	106
29 Algoma District..	204	112	92	89	44	100	43	35	15	11	....	204	204
30 Nipissing " ..	661	309	352	283	42	383	81	88	71	34	4	661	661
Totals.....	15,444	7,348	7,596	8,211	53	5,288	2,672	2,811	2,521	1,911	241	15,444	15,444
Cities.													
1 Belleville	449	243	206	257	57	122	77	83	56	111	....	449	449
2 Brantford	341	170	171	238	70	107	42	69	71	52	...	341	341
3 Chatham	334	179	155	205	61	82	70	64	43	75	....	334	334
4 Guelph	394	195	199	295	75	81	62	94	85	72	...	394	394
5 Hamilton	1,666	803	863	1,158	69	407	287	278	283	330	81	1,666	1,666
6 Kingston	747	375	372	556	74	132	139	151	189	108	28	747	747
7 London	799	419	380	584	73	255	121	152	147	124	...	799	799
8 Ottawa	5,562	2,816	2,746	3,545	64	1,632	1,157	1,244	957	490	82	5,562	5,562
9 St. Catharines ..	351	194	157	235	67	65	41	81	84	80	...	351	351
10 St. Thomas	203	117	86	173	85	50	41	55	36	21	...	203	203
11 Stratford	311	168	143	228	73	119	56	47	42	47	...	311	311
12 Toronto	5,133	2,620	2,513	3,421	67	1,564	707	1,088	967	542	265	5,133	5,133
Totals.....	16,290	8,299	7,991	10,895	67	4,616	2,800	3,406	2,960	2,052	456	16,290	16,290

SEPARATE SCHOOLS.—Continued.

various branches of instruction, maps, etc.

	Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Maps and prizes.		
															Number of maps.	Schools giving prizes.	Number of trees planted on Arbor Day.
1	848	626	811	499	132	294	290	726	14	2	1	...	...	82	55	3	51
2	1,067	603	131	655	118	309	89	695	25	13	13	3	5	34	87	7	13
3	873	615	59	439	138	274	299	431	11	11	11	...	1	66	70	6	27
4	353	297	161	282	126	184	141	252	18	17	16	9	25	37	53	2	...
5	187	156	129	162	78	97	101	35	4	6	4	...	...	26	44	1	16
6	213	147	208	160	64	96	103	170	4	4	4	...	...	38	48	...	...
7	302	252	158	216	103	181	133	267	18	18	16	...	...	99	54	1	...
8	498	400	154	244	120	175	173	363	17	17	17	6	...	69	42	1	...
9	95	66	...	66	34	53	53	95	5	5	5	...	...	41	19	...	14
10	98	76	...	73	24	38	58	81	...	...	...	...	...	50	26	...	...
11	200	170	90	168	86	113	89	165	18	25	25	17	10	...	44	1	1
12	82	52	6	52	38	38	38	62	2	2	2	...	...	...	13	...	...
13	169	99	100	99	18	57	46	169	1	...	...	...	...	...	12	...	...
14	117	103	52	103	46	54	71	117	5	4	4	...	...	58	34	2	28
15	108	60	108	58	25	25	25	108	...	...	...	...	...	25	4	...	...
16	233	196	28	159	62	79	53	65	14	14	12	...	...	15	44	1	...
17	96	70	...	70	54	54	54	...	16	16	13	13	13	13	8	...	...
18	32	18	...	25	13	13	9	32	...	...	...	...	...	9	8	...	...
19	210	146	...	148	56	81	54	115	8	8	8	...	...	24	35	1	6
20	29	19	...	19	7	7	7	...	1	1	1	...	...	3	6	1	...
21	3,438	2,116	614	1,655	135	792	829	1,569	110	44	44	2	9	141	313	30	128
22	541	369	341	389	163	198	275	304	26	45	45	6	23	63	47	3	10
23	212	163	17	177	38	78	50	73	4	4	4	...	...	46	20	1	...
24	1,050	628	184	763	178	275	223	680	22	12	12	10	...	10	63	6	20
25	612	365	537	411	81	176	111	538	31	1	1	...	...	123	60	3	41
26	372	276	166	253	106	166	227	320	8	8	8	...	...	81	77	2	28
27	29	20	29	12	8	12	8	...	3	3	3	...	...	8	5	...	...
28	106	50	68	59	6	6	6	106	...	...	...	...	...	...	14	2	...
29	86	63	...	63	6	50	...	...	1	...	...	...	...	...	13	1	5
30	353	281	72	128	54	77	97	223	15	3	3	...	...	64	53	6	34
12,609		8,502	4,223	7,607	2,117	4,052	3,712	7,761	401	283	272	66	86	1,125	1,371	81	422
1	449	327	449	327	167	167	449	449	...	...	...	...	...	...	10	...	...
2	341	341	192	192	52	123	192	341	...	...	...	...	...	...	15	1	...
3	334	334	334	182	75	118	118	334	...	...	...	...	...	...	12	...	...
4	394	323	394	261	46	167	167	394	...	...	...	...	...	...	31	1	...
5	1,666	1,666	1,666	1,666	411	694	613	1,666	81	81	81	81	4	...	170	1	48
6	747	617	747	747	136	325	446	747	10	23	23	...	23	15	45	...	...
7	799	799	799	799	124	271	799	799	...	...	...	...	...	...	25	1	...
8	5,028	4,028	4,469	3,440	568	2,474	1,500	4,369	332	103	62	...	10	103	210	1	40
9	351	286	351	351	80	164	199	351	...	...	...	...	...	...	24	...	...
10	203	153	203	153	21	57	21	203	...	...	...	...	...	...	7	1	...
11	311	136	311	136	89	89	89	311	...	...	...	...	...	...	23	...	...
12	2,596	2,885	4,950	2,603	1,098	1,372	771	4,961	254	265	265	106	61	...	306	...	...
11,219		11,895	14,865	10,857	2,867	6,021	5,364	14,925	677	472	431	187	98	118	878	6	88

ROMAN CATHOLIC

II —Table G.—Attendance, pupils in the

Towns.	Number of pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Reading.						Writing.	Arithmetic.
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.		
1 Almonte	158	78	80	91	59	56	11	33	28	30	..	158	158
2 Amherstburg ..	255	114	141	160	63	64	30	55	58	29	19	255	255
3 Arnprior	422	212	210	234	55	126	71	112	57	56	...	422	422
4 Barrie	173	98	75	118	68	38	14	40	42	39	...	173	173
5 Berlin	431	227	204	298	69	74	64	120	116	57	...	431	431
6 Brackville	408	188	220	289	71	82	74	100	80	72	...	408	408
7 Cobourg	238	122	116	147	62	80	20	51	42	45	...	238	238
8 Cornwall	948	445	503	626	66	433	233	110	87	85	...	948	948
9 Dundas	243	145	98	159	65	44	31	90	61	17	...	243	243
10 Galt	85	46	40	65	76	11	18	19	26	11	...	85	85
11 Goderich	80	35	45	62	77	16	12	14	24	14	...	80	80
12 Hawkesbury	585	322	263	342	58	290	122	104	25	44	...	585	585
13 Ingersoll	95	39	56	72	76	19	10	17	31	18	...	95	95
14 Lindsay	364	157	207	226	62	95	54	34	76	70	35	364	364
15 Mattawa	273	141	132	165	60	107	29	46	40	33	18	273	273
16 Newmarket	78	41	37	49	63	34	8	14	8	14	...	78	78
17 Niagara Falls....	153	79	74	102	66	50	12	31	28	32	...	153	153
18 North Bay	237	128	109	139	59	86	30	32	45	44	...	237	237
19 Oakville	40	25	15	21	52	11	8	3	8	10	...	40	40
20 Orillia	250	126	124	169	68	63	34	44	46	63	...	250	250
21 Oshawa	89	37	52	60	67	22	13	15	24	15	...	89	89
22 Owen Sound	126	68	58	70	55	21	26	30	34	15	...	126	126
23 Paris	69	34	35	50	71	11	10	12	15	21	...	69	69
24 Parkhill	64	30	34	43	67	14	7	14	14	15	...	64	64
25 Pembroke	543	321	222	342	63	122	124	114	90	93	...	543	543
26 Perth	224	110	114	158	71	66	25	39	42	52	...	224	224
27 Peterborough	742	394	348	540	73	209	153	147	124	109	...	742	742
28 Picton	52	33	19	33	64	19	5	7	7	14	...	52	52
29 Port Arthur	197	94	103	102	52	62	32	28	27	48	...	197	197
30 Prescott	234	133	101	154	66	33	40	46	46	69	...	234	234
31 Preston	79	44	35	58	73	7	12	16	28	16	...	79	79
32 Rat Portage	281	135	146	209	74	74	51	86	48	22	...	281	281
33 Renfrew	360	176	184	219	61	124	60	56	54	66	...	360	360
34 St. Mary's	70	34	36	44	63	19	5	16	16	14	...	70	70
35 Sarnia	199	80	119	133	67	42	17	48	54	38	...	199	199
36 Sault Ste. Marie..	177	100	77	88	50	70	21	31	32	23	...	177	177
37 Sturgeon Falls ..	253	134	119	107	42	142	56	31	24	...	...	253	253
38 Sudbury	247	115	132	119	48	144	12	28	42	19	2	247	247
39 Thorold	117	46	71	73	62	36	10	9	27	35	...	117	117
40 Trenton	253	107	146	169	67	70	63	43	58	19	...	253	253
41 Vankleekhill	243	101	142	117	48	61	52	32	59	39	...	243	243
42 Walkerton	205	102	103	158	77	40	18	45	46	56	...	205	205
43 Wallaceburg	161	79	82	75	47	48	37	29	15	32	...	161	161
44 Waterloo	121	72	49	82	68	17	16	51	24	13	...	121	121
45 Whitby	41	22	19	30	73	10	2	12	11	6	...	41	41
Totals ..	10,663	5,368	5,295	6,769	63	3,262	1,752	2,054	1,889	1,632	74	10,663	10,663
Totals.													
1 Counties, etc	15,444	7,848	7,596	8,211	53	5,288	2,672	2,811	2,521	1,911	241	15,444	15,444
2 Cities	16,290	8,299	7,991	10,895	67	4,616	2,800	3,406	2,960	2,052	456	16,290	16,290
3 Towns	10,663	5,368	5,295	6,769	63	3,262	1,752	2,054	1,889	1,632	74	10,663	10,663
4 Grand totals, 1900	42,397	21,515	20,882	25,875	61	13,166	7,224	8,271	7,370	5,595	771	42,397	42,397
5 " " 1899	41,796	21,377	20,419	25,767	62	.....	.....	.....	.....	.....	.....	41,418	41,484
6 Increases	601	138	463	108	.....	.....	.....	.....	.....	.....	.....	979	913
7 Decreases .....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
8 Percentages .....	.....	50.75	49.25	.....	.....	31	17	20	17	13	2	100	100

SEPARATE SCHOOLS.—*Concluded.*

various branches of instruction, maps, etc.—*Concluded.*

Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Maps and prizes.		No. of trees planted on Arbor Day.
														Number of maps.	Schools giving prizes.	
1 158	91	.....	91	30	58	30	..	.....	..	..	..	..	..	18	..	..
2 255	255	255	161	48	106	48	255	19	19	19	19	..	..	17	1	..
3 422	225	422	222	56	56	56	422	..	..	..	..	..	..	12	1	..
4 173	173	173	121	39	81	81	173	..	..	..	..	..	..	16	1	..
5 431	293	431	293	57	173	57	431	..	..	..	..	..	..	23	1	..
6 408	370	400	370	110	152	110	408	..	..	..	..	..	..	35	1	..
7 238	138	238	138	45	60	60	..	..	..	..	..	..	..	9	..	..
8 948	515	948	948	172	172	85	513	..	..	..	..	..	..	18	..	..
9 243	243	243	78	78	78	243	..	..	..	..	..	..	..	13	..	..
10 74	56	85	74	11	25	11	85	..	..	..	..	..	..	6	..	..
11 80	80	80	38	38	38	52	80	..	..	..	..	..	..	8	1	..
12 435	435	500	435	69	194	130	585	30	..	..	..	..	..	8	..	..
13 95	76	95	41	41	41	41	95	..	..	..	..	..	..	5	..	..
14 364	327	364	364	105	113	203	364	..	35	38	..	35	..	18	1	..
15 166	137	273	137	33	73	33	..	18	18	18	..	..	18	26	..	..
16 78	36	3	36	14	14	14	78	..	..	..	..	..	..	8	..	..
17 153	103	153	91	32	60	91	153	..	..	..	..	..	..	14	..	..
18 237	237	120	120	44	89	44	..	..	..	..	..	..	..	12	..	..
19 40	29	21	21	10	13	10	40	..	..	..	..	..	..	5	1	..
20 250	187	250	109	63	109	109	250	..	..	..	..	..	..	11	..	..
21 67	54	67	54	15	39	15	..	..	..	..	..	..	..	5	..	..
22 126	126	126	126	49	49	126	126	..	..	..	..	..	..	8	1	..
23 69	69	69	58	21	36	69	69	..	..	..	..	..	21	7	1	..
24 64	43	64	64	15	15	15	64	..	..	..	..	..	..	9	..	..
25 543	297	.....	376	93	183	93	..	..	..	..	..	..	..	27	1	..
26 224	224	224	133	52	94	52	130	..	..	..	..	..	..	2	..	..
27 742	438	742	464	109	230	394	742	..	..	..	..	..	..	42	..	..
28 52	28	52	28	14	10	6	..	..	..	..	..	..	..	7	..	..
29 197	197	197	197	48	103	103	197	..	..	..	..	..	..	12	1	..
30 234	201	188	201	53	115	115	234	..	..	..	..	..	..	14	..	..
31 79	60	79	60	16	44	44	79	..	..	..	..	..	..	5	1	..
32 281	207	281	156	156	156	207	281	..	..	..	..	..	..	10	1	..
33 360	186	90	186	64	91	91	..	..	..	..	..	..	..	22	1	..
34 70	70	.....	46	30	30	30	..	..	..	..	..	..	..	6	..	..
35 199	157	.....	92	38	92	38	199	..	..	..	..	..	..	18	1	..
36 177	107	.....	177	23	55	23	..	..	..	..	..	..	..	10	1	..
37 253	24	.....	24	..	24	3	..	..	..	..	..	..	..	7	1	..
38 247	118	247	247	21	63	63	247	2	2	2	..	..	..	8	..	..
39 117	117	117	117	35	48	117	117	..	..	..	..	..	..	6	..	..
40 253	120	253	120	19	77	77	253	..	..	..	..	..	..	12	..	..
41 243	243	243	243	36	36	36	243	36	10	10	..	..	..	13	..	..
42 205	205	205	205	56	102	205	205	..	..	..	..	..	..	20	1	4
43 161	112	107	112	..	.....	..	19	..	..	..	..	..	..	8	1	..
44 121	88	121	88	24	37	37	121	..	..	..	..	..	..	11	1	..
45 41	29	..	29	17	17	6	.....	..	..	..	..	..	..	9	..	..
10,373	7,526	8,526	7,491	2,099	3,456	3,473	7,258	105	84	87	19	35	39	580	21	4
1 12,609	8,502	4,223	7,607	2,117	4,052	3,712	7,761	401	283	272	66	86	1,225	1,371	81	422
2 11,219	11,895	14,865	10,857	2,867	6,021	5,364	14,925	677	472	431	187	98	118	878	6	88
3 10,373	7,526	8,526	7,491	2,099	3,456	3,473	7,258	105	84	87	19	35	39	580	21	4
4 34,201	27,923	27,614	25,955	7,083	13,539	12,549	29,944	1,183	839	790	272	219	1,382	2,829	108	514
5 37,572	29,352	26,455	27,493	6,767	13,291	13,692	29,052	1,038	777	683	374	176	1,018	2,912	156	351
6 .....	.....	1,159	.....	316	238	.....	892	145	62	107	.....	43	364	.....	.....	163
7 3,371	1,429	.....	1,538	.....	.....	1,143	.....	.....	.....	.....	102	.....	.....	83	48	.....
8 81	66	65	61	17	32	30	71	3	2	2	64	52	3	.....	30	.....

COLLEGIATE INSTITUTES

I.—Table H —

Collegiate Institutes.	Receipts.										Teachers' salaries.	
	Legislative grants.		Municipal grants (county).		Municipal grants (local).		School fees.		Balances and other source s.			Total receipts.
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.		
1 Aylmer	948	31	1,431	08	1,250	00	718	00	1,381	69	5,729 08	3,721 00
2 Barrie	1,079	30	1,937	99	2,100	00	1,612	50	1,248	49	7,978 28	5,833 31
3 Brantford	1,317	23	.....	.....	7,500	00	2,231	65	.....	.....	11,048 88	8,700 00
4 Brockville	1,125	40	3,039	00	3,500	00	587	00	2,126	20	10,377 60	6,700 04
5 Chatham	1,297	03	1,214	51	5,638	33	1,295	55	472	27	9,917 69	7,700 00
6 Clinton	978	22	1 686	20	1,200	00	856	25	633	28	5,353 95	4,525 00
7 Cobourg	900	72	900	72	3,000	00	797	50	5,982	96	11,581 84	4,981 45
8 Collingwood	947	28	897	28	2,300	00	828	50	7	00	4,980 06	3,770 27
9 Galt	1,248	17	1,994	49	3,750	00	1,901	15	286	66	9,180 47	7,292 00
10 Goderich	1,094	19	1,094	19	2,800	00	1,522	90	1,493	31	8,064 59	5,098 90
11 Guelph	1,136	84	.....	.....	6,000	00	511	00	922	43	8,570 27	5,900 00
12 Hamilton	1,388	03	.....	.....	21,269	78	3,640	75	3,474	00	29,772 56	16,438 00
13 Ingersoll	995	44	957	44	2,814	31	693	75	253	43	5,714 37	4,770 00
14 Kingston	2,721	07	.....	.....	7,150	00	3,692	00	856	82	14,419 89	10,816 00
15 Lindsay	1,225	04	1,836	16	3,006	93	1,497	75	164	01	7,729 89	5,974 00
16 London	1,419	34	1,200	00	23,046	04	3,663	00	395	90	29,724 28	21,592 33
17 Morrisburg	1,090	20	2,220	67	2,189	57	360	00	2,967	29	8,827 73	5,000 00
18 Napanee	1,075	43	5,700	00	2,750	00	116	00	1,052	04	10,693 47	5,200 53
19 Niagara Falls	1,046	05	1,800	00	4,500	00	.....	.....	2,130	72	9,476 77	5,671 00
20 Orillia	903	05	903	05	1,400	00	986	00	7,667	89	11,839 99	4,185 77
21 Ottawa	1,301	30	.....	.....	9,320	00	6,982	89	1,700	17	19,304 36	15,590 00
22 Owen Sound	1,249	34	1,199	34	5,900	00	2,128	50	1,453	51	11,930 69	8,770 00
23 Perth	972	85	1,207	35	2,493	60	527	00	830	22	6,031 02	4,531 00
24 Peterborough	1,280	30	.....	.....	6,800	00	2,132	50	252	73	10,465 53	7,436 00
25 Ridgetown	992	92	1,943	60	1,480	00	1,023	75	1,686	54	7,126 81	4,335 83
26 Sarnia	1,066	16	2,077	26	3,700	00	95	00	1,472	85	8,411 27	5,250 00
27 Seaforth	990	19	1,711	05	1,800	00	1,195	40	1,289	10	6,985 74	4,792 67
28 Stratford	1,180	95	1,300	00	6,000	00	1,796	50	491	09	10,768 54	7,349 97
29 Strathroy	953	92	1,978	24	2,300	00	1,008	00	133	28	6,373 44	4,904 00
30 St. Catharines	1,206	30	1,766	21	5,480	00	53	00	131	23	8,636 74	7,174 60
31 St. Marys	922	21	800	00	2,450	00	1,316	50	189	19	5,677 90	4,450 00
32 St. Thomas	1,326	26	1,491	06	5,794	94	1,082	00	135	00	9,829 26	7,960 00
33 Toronto (Harbord)	1,358	96	.....	.....	15,167	67	6,804	00	55	83	23,386 46	17,288 00
34 " (Jameson)	1,333	02	.....	.....	15,167	67	3,761	00	55	83	20,317 52	13,666 00
35 " (Jarvis)	1,345	09	.....	.....	15,167	67	4,982	30	70	83	21,565 89	16,420 00
36 Whitby	820	90	1,338	28	2,400	00	416	15	20	72	5,177 05	4,131 37
37 Windsor	1,194	53	1,418	60	6,264	08	.....	.....	119	56	8,996 77	6,660 58
38 Woodstock	1,203	09	2,015	35	3,200	00	1,760	97	1,204	59	9,384 00	7,050 00
Totals	44,634	63	49,059	12	218,050	59	64,556	71	44,989	60	421,290 65	291,629 62

AND HIGH SCHOOLS.

Financial Statement.

Expenditure.					Balances.	Charges per year.
Bui-dings, sites, and all permanent improve- ments.	Repairs to school accom- modations.	Library, scientific appa- ratus, maps, etc., drawing models, or equipment for physical education.	School books, stationery, prizes, fuel, examinations, and all other expenses.	Total expenditure.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 37 74		10 00	1,960 34	5,729 08		Res. \$5 Form I; others \$10.
2	123 99	88 95	1,165 73	7,211 98	766 30	\$10.
3	367 53		1,596 05	10,663 64	385 24	Res. \$10; non-r. \$16.
4 989 84	29 63	81 62	1,568 04	9,369 17	1,008 43	Co. \$5; others \$10.
5 397 92		259 75	1,396 76	9,754 43	163 26	City \$6; Co. \$10
6	47 92	62 37	602 95	5,238 24	115 71	\$6; \$8; \$10.
7	35 90	55 76	6,383 90	11,457 01	124 83	Res. \$12; non-r. \$14; Co. \$7.50.
8 103 41	56 72	26 22	383 09	4,339 71	640 35	Town \$7.50; others \$10.
9 120 25	120 68	64 35	1,504 96	9,102 24	78 23	Co. \$10; others \$14.
10	69 22	41 45	719 51	5,929 08	2,075 51	Res. \$5, \$7, \$10; Co. \$6, \$8, \$10; non-r. \$8, \$10 \$12.
11 392 25	177 50	226 46	1,811 14	8,507 35	62 92	\$20.
12 150 00	60 09	281 97	12,842 50	29,772 56		Res. F. I \$2.50; non-r. \$20; others \$10.
13	144 03	5 98	786 46	5 706 47	7 90	\$7.50.
14	458 20	1,047 49	1,598 20	13,919 89	500 00	\$5; \$10; \$15; \$25.
15 47 38	42 25	136 17	1,506 08	7,705 88	24 01	Res. \$10; non-r. \$20.
16	574 86	333 55	7,017 34	29,568 08	156 20	F. I, city, free; city and Co. \$10; others, \$30.
17 84 67	37 85	111 68	830 62	6,064 82	2,762 91	Town, free; others \$6.
18	274 28	4 75	1,225 32	6,704 88	3,988 59	Co. free; others \$10
19 74 20	537 44	17 80	1,365 04	7,665 48	1,811 29	Free.
20 4,120 76	136 61	1,377 25	1,137 14	10,957 53	882 46	Res. \$5; non-r. \$10
21 1 00	76 15	35 98	3,476 55	19,179 68	124 68	F. I and II, r s. \$10; non-r. \$30; F. III and IV, res. \$25; non-r. \$35.
22 84 15	172 23	233 84	1,407 40	10,667 62	1,263 07	F. I, free; res. \$8 to \$12; Co. \$10; non-r. \$10 to \$15.
23			1,186 95	5,717 95	313 07	Co. \$10; non-r. \$16.
24 1,100 00			1,602 74	10,138 74	326 79	\$5; \$10; \$25.
25 59 33			2,631 59	7,076 75	50 06	Res. \$6; non-r. \$10; Co. \$ 0.
26			2,259 82	7,509 82	901 45	Free.
27	5 65	121 54	824 56	5,744 37	1,241 37	F. I, \$6; F. II, \$8; F. III and IV, \$10.
28 403 77		569 72	1,744 06	10,067 52	701 02	\$10.
29	57 35	123 15	913 45	5,997 95	375 49	F. I, town free; others \$10.
30			1,349 14	8,523 74	113 00	Res. free; others \$16.
31 135 73	67 76	20 00	931 00	5,604 49	73 41	Res. \$5; Co. \$10; non-r. \$15.
32 193 84	318 56	57 15	1,299 71	9,829 26		Res. F. I and II free; F. III and IV \$10; Co. \$10; non-r. \$30.
33	238 83	123 53	5,716 56	23,366 92	70 08	\$6 to \$32.
34	560 53	78 32	4,910 77	19,215 62		F. I \$6 to \$16; F. II \$23; F. III and IV, \$32.
35	522 63	174 41	5,500 21	22,617 25	76 57	\$6 to \$23.
36	230 75	26 05	712 31	5,100 48		Town \$6; Co. \$6 75; others \$10.
37 227 25	590 23		1,518 71	8,996 77		Free.
38 124 60	61 36	96 00	1,178 74	8,510 70	873 30	Town and Co. \$7.50; others \$10.
8,848 09	6,196 79	5,943 26	86,615 39	399,233 15	22,057 50	6 free; 32 fee.

I—Table II.—

High Schools.	Receipts.													
	Legislative grants.		Municipal grants (county).		Municipal grants (local).		School fees.		Balances and other sources.		Total receipts.		Teachers' salaries.	
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1 Alexandria	630	95	630	95	1,781	00			1,172	69	4,215	59	2,650	00
2 Almonte	692	46	692	46	2,250	00	312	00	355	92	4,302	84	3,350	89
3 Arnprior	594	26	594	26	1,800	00	109	70	730	99	3,829	21	2,395	00
4 Arthur	600	87	825	87	600	00	686	65	222	72	2,936	11	2,095	20
5 Athens	672	42	965	85	1,100	00	333	10	871	22	3,942	49	2,716	36
6 Aurora	610	00	700	00	750	00	580	00	403	54	3,043	54	2,150	00
7 Bainsville	482	41	527	38	350	00			941	00	2,300	79	1,350	00
8 Belleville	784	89	435	00	3,676	73	268	50			5,165	14	4,366	72
9 Berlin	802	56	2,193	19	1,153	01	980	50	1,173	49	6,302	75	3,900	00
10 Bowmanville	766	78	766	78	2,329	00	400	00	449	54	4,712	10	3,676	19
11 Bradford	589	99	814	41	500	00	478	00	1,502	48	3,884	88	2,095	00
12 Brampton	828	81	1,758	21	1,400	00	1,219	00	294	18	5,500	20	4,640	00
13 Brighton	454	10	454	10	1,200	00	69	75	708	25	2,886	20	1,599	96
14 Caledonia	582	55	1,082	55	900	00	384	25	965	75	3,915	10	2,249	97
15 Campbellford	678	92	678	92	1,924	60	420	00	1,624	06	5,326	50	3,133	35
16 Carleton Place	669	90	669	90	3,150	00	259	00	407	66	5,156	46	3,200	00
17 Cayuga	567	44	1,269	39	550	00	267	00	450	45	3,104	28	2,295	00
18 Colborne	451	96	901	48	1,000	00	68	25	1,563	82	3,985	51	1,525	00
19 Cornwall	810	45	1,671	54	3,456	10	107	00	2,773	46	8,818	85	4,916	58
20 Deseronto	611	14	611	14	2,100	00	179	25	589	19	4,090	72	2,563	44
21 Dundas	697	14	300	00	589	83	587	00	967	44	3,141	41	2,639	38
22 Dunnville	609	80	1,558	57			315	00	627	97	3,111	34	2,514	80
23 Dutton	542	49	283	38	725	00	801	10	1,063	76	3,415	73	2,341	25
24 Elora	558	82	749	82	850	00	506	00	64	74	2,729	38	2,200	00
25 Essex	663	15			1,900	00	3	32	762	91	3,329	38	2,450	00
26 Fergus	579	02	579	02	1,300	00	117	00	640	30	3,215	34	2,300	00
27 Forest	597	56	1,281	09	500	00	272	00	881	87	3,532	52	2,035	00
28 Fort William	500	00			2,539	06					3,039	06	1,466	61
29 Gananoque	62	05	852	05	1,207	23	122	50	992	02	3,825	85	2,400	00
30 Georgetown	618	57	676	43	1,366	55	585	00			3,246	55	2,200	00
31 Glencoe	646	19	974	84	800	00	621	00	90	27	3,132	30	2,360	00
32 Gravenhurst	974	18			1,012	27	490	50	335	83	2,812	78	1,908	65
33 Grimsby	424	25	555	53	608	20	36	00	78	16	1,702	14	1,300	00
34 Hagersville	623	55	1,237	05	500	00	239	75	851	56	3,451	91	2,250	00
35 Harriston	674	31	674	31	1,500	60	797	00	626	01	4,271	63	2,667	45
36 Hawkesbury	572	27	1,247	27	1,100	00	40	00	235	82	3,195	36	2,180	75
37 Ingersoll	707	90	1,429	36	1,583	60	494	00	1,189	45	5,404	31	3,039	12
38 Kemptonville	693	53	200	00	1,550	32	1,013	00	143	00	3,599	85	2,811	00
39 Kincardine	772	93	1,451	00	850	00	883	50	809	29	4,766	72	3,400	00
40 Leamington	668	03	1,255	19	2,000	00	53	25	305	15	4,281	62	3,119	75
41 Listowel	627	81	800	00	800	00	726	00	182	18	3,135	99	2,350	00
42 Lucan	628	12	970	50	400	00	766	00	410	96	3,175	58	2,550	00
43 Malton	506	50	506	50	500	00	503	00	532	56	2,548	56	1,937	92
44 Markham	692	60	1,292	56	375	00	1,125	00	465	18	3,980	34	3,120	00
45 Meaford	802	34	1,465	88	1,625	00	752	00			4,645	22	2,914	27
46 Mitchell	647	36	799	60	1,250	00	531	66	645	33	3,873	95	2,650	00
47 Mount Forest	709	49	809	49	1,400	00	694	25	727	06	4,340	29	2,853	52
48 Newburgh	531	28	1,650	00	380	00			376	61	2,937	89	2,120	04
49 Newcastle	465	22	465	22	1,000	00	87	00	142	00	2,159	44	1,225	00
50 Newmarket	629	99	700	00	1,100	00	724	00	331	14	3,485	13	2,136	79
51 Niagara	439	43	485	97	550	00			188	84	1,664	24	1,250	00
52 Niagara Falls South	594	51	594	51	2,208	78	25	00	4	14	3,426	94	2,224	00
53 Norwood	637	68	705	92			607	00	2,600	16	4,550	76	2,200	00
54 Oakville	480	22	578	11	856	00	230	75	855	25	3,000	33	1,800	00

AND HIGH SCHOOLS.—Continued.

Financial Statement.—Continued..

Expenditure.						Balances.		Charges per year.
Buildings, sites, and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., drawing models, or equipment for physical education.	School books, stationery, prizes, fuel, examinations and all other expenses.	Total expenditure.				
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
1		75 75	447 55	3,173 30	1,042 29	Free.		
2	8 15		785 33	4,145 28	157 56	Res. \$1; others \$11.		
3		8 60	353 63	2,757 23	1,071 98	Res. free; non-res. \$10.		
4	103 40	45 06	537 91	2,864 16	71 95	\$10.		
5		82 19	37 69	969 91	136 34	\$5.		
6		21 25	57 54	404 63	410 12	\$10		
7	120 00	6 06	308 68	414 58	101 47	Free.		
8	136 00	70 22	12 97	579 21		\$25.		
9		239 04	447 22	935 21	781 28	\$10; non-res. \$15.		
10		23 95	25 00	830 96	156 00	F. I 40; F. II 60; F. III & IV \$75.		
11			1,776 18	3,871 18	13 70	F. I, free to res.; others \$10.		
12	17 75	4 20	704 91	5,419 20	81 00	\$10		
13		456 85	328 91	2 385 72	500 48	Co. 75c. per mo		
14	52 23	23 25	535 05	2,860 50	1,054 60	\$4.50.		
15		18 70	2,174 45	5,326 50		Res. \$6; Co. \$7 50; non-res. \$10.		
16	329 80	312 88	517 92	4,390 60	765 86	Res. free; others \$10.		
17		119 32	630 49	3 101 94	2 34	\$4.50.		
18		129 55	60 43	327 54	1,942 99	\$7.50.		
19			900 98	5,817 56	3,001 29	Free.		
20	150 00	76 36	855 49	3,688 72	402 00	Res. free; others \$10.		
21		35 40	432 39	3,134 24	7 17	\$9.50; \$10.		
22	50 76	28 69	491 29	3,111 34		\$4.50.		
23	357 28	53 41	423 37	3,175 31	240 42	\$10.		
24	64 99	6 10	320 01	2,616 10	113 28	Res. 5; others \$10.		
25	303 75	76 26	368 96	3,212 62	116 76	Res. free; non-res. \$10.		
26	82 83	18 94	794 78	3,215 34		Res. free; others \$10.		
27	134 77	133 40	490 50	2,793 67	738 85	\$10.		
28	558 00	15 00	174 48	2,476 82	562 24	Free.		
29		564 64	817 49	3,825 85		\$5.		
30			1,029 10	3,246 55		F. I, \$7; others \$10.		
31	221 56	12 95	426 81	3,067 13	65 17	Res. and Co., \$10; others \$20.		
32	38 65		667 98	2 615 28	197 50	\$10.		
33		14 12	171 87	1,491 19	210 95	Res. and Co. free; others \$12.		
34		99 09	413 75	2,762 84	689 07	\$4.50.		
35		3 70	1,434 26	4,140 41	131 22	F. I, free to res.; others \$10.		
36		100 90	310 75	2,654 21	537 15	Free.		
37			831 93	3,903 19	1,501 21	\$6.		
38		38 00	700 01	3,599 85		Res. free; Co. \$5; others \$15.		
39	494 37		562 98	4,502 40	264 32	Res. \$8; Co. \$10.		
40	25 75	86 21	261 54	3 521 01	760 61	Co. free; non-res. \$10.		
41		30 00	497 54	2,917 54	218 45	Town and Co. \$10; others \$12.		
42		32 50	519 12	3,158 73	16 85	\$10.		
43		255 20	222 34	2,415 46	133 10	Res. \$7; Co. \$10.		
44		111 56	521 86	3,753 42	196 91	\$10.		
45		133 46	1,586 52	4,634 25	10 97	Town \$8; Co. \$10.		
46	270 00	42 00	4 6 5	3,800 00	73 95	Res. \$6; non-res. \$10.		
47		93 83	1,173 68	4,121 03	219 26	\$10		
48		20 92	372 07	2 565 58	372 31	Free.		
49		31 80	341 05	1,617 85	541 59	Res. free; non-res. \$7.50.		
50	34 65	41 84	569 97	2,894 33	590 80	\$10.		
51	139 60		170 61	1,598 07	66 17	Free.		
52		45 37	670 99	2,997 81	429 13	Free.		
53			2,180 70	4,380 70	170 06	Res. and Co. \$6; non-res. \$15.		
54		25 00	267 33	2,092 33	908 00	\$5; \$8.		

COLLEGIATE INSTITUTES

I—Table H—

High Schools.	Receipts.						
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
55 Omemee	444 86	444 86	477 10	280 25	45 65	1,692 72	1,400 00
56 Orangeville	752 14	1,050 00	1,784 00	1,332 00	226 19	5,124 33	1,192 00
57 Oshawa	702 70	702 70	2,809 00	791 20	333 62	5,339 22	4,000 00
58 Paris	627 58	627 58	2,200 00	162 50	70 87	3,688 53	3,025 00
59 Parkhill	579 14	579 14	850 00	516 75	876 95	3,401 98	1,950 00
60 Pembroke	666 13	681 05	2,391 17		2,358 42	6,096 77	3,330 00
61 Petrolea	788 00	1,241 15	2,600 00	61 60	1,678 45	6,368 60	4,000 00
62 Picton	829 48	1,903 50	2,800 00		388 35	5,921 33	4,550 00
63 Port Arthur	1,066 64		1,508 32		121 40	2,696 36	2,116 65
64 Port Dover	458 29	477 33	637 38		113 32	1,686 32	1,369 15
65 Port Elgin	597 83	710 75	1,150 00	440 00	92 25	2,990 83	2,550 00
66 Port Hope	811 85	1,361 56	1,872 01	971 10	95 87	5,112 39	4,263 33
67 Port Perry	718 79	1,102 40	1,496 47	380 50	312 21	4,010 37	3,325 00
68 Port Rowan	417 07	638 41	341 21	34 00		1,430 69	1,219 75
69 Prescott	610 99	400 00	2,079 00	69 00	153 92	3,312 91	2,226 60
70 Renfrew	687 96	957 90	1,996 79		633 46	4,276 11	3,515 00
71 Richmond Hill	474 05	781 56	150 00	525 50	403 71	2,337 82	1,500 00
72 Simcoe	779 04	1,910 73	1,598 78	10 00	63 00	4,361 55	3,500 00
73 Smith's Falls	673 98	673 98	2,172 39	265 00		3,785 35	3,180 00
74 Smithville	508 99	164 24	900 00	199 00	65 91	2,138 14	1,700 00
75 Stirling	461 93	1,920 27	1,780 00	585 94	884 55	4,732 69	1,650 00
76 Streetsville	451 68	913 56	250 63	195 00	427 26	2,238 13	1,430 00
77 Sydenham	563 39	1,600 00		135 00	163 02	2,761 41	2,335 37
78 Thorold	588 57	587 57	1,600 00	33 00	991 82	3,800 96	2,240 00
79 Tillamurg	606 82	590 89	1,500 00	498 50	55 15	3,251 29	2,110 74
80 Toronto Junction	903 92	835 58	2,965 00	1,615 50	1,324 21	7,644 21	5,220 00
81 Trenton	614 23	223 03	1,486 24	175 00	577 73	3,076 33	2,500 00
82 Uxbridge	630 12	748 93	1,365 44	358 90	84 20	3,187 59	2,638 06
83 Vankleekhill	810 32	1,961 32	1,200 00	158 00	1,569 93	5,680 57	2,622 32
84 Verona	472 77	472 77	500 00		408 21	1,853 75	1,217 53
85 Walkerton	756 28	1,213 52	1,500 00	790 00	710 63	4,970 43	3,625 00
86 Wardsville	434 74	434 74	390 00	245 75	261 46	1,766 69	1,316 67
87 Watertown	416 87	896 87	450 00	199 00	47 00	2,089 74	1,950 00
88 Waterford	601 96	1,331 87	760 00	54 00	515 35	3,203 18	2,038 37
89 Watford	669 88	1,747 65		352 00	2,543 02	5,312 55	2,660 00
90 Welland	664 98	1,510 16	1,650 00		366 91	4,192 05	2,980 00
91 Weston	456 54	700 00	700 00	235 00	165 77	2,257 31	1,854 15
92 Warton	579 62	781 10	1,000 00	330 00	323 98	3,014 70	2,166 48
93 Williamstown	583 09	583 09	1,124 72		4,425 82	6,716 72	2,365 00
1 Totals, High Schools	58,565 37	80,227 24	118,873 33	34,168 82	59,206 94	351,041 70	237,615 74
2 Totals, C. H. Institutes	44,634 03	49,059 12	218,450 59	64,556 71	44,989 60	421,290 65	291,629 62
3 Grand totals, 1900	103,200 00	129,286 36	336,923 92	98,725 53	104,196 54	772,332 35	529,245 36
4 Grand totals, 1899	103,700 00	135,626 98	322,176 37	100,708 30	115,131 68	777,343 33	528,614 19
5 Increases			14,747 55				631 17
6 Decreases		6,340 62		1,982 77	10,935 14	5,010 98	
7 Percentages	13 33	16.75	43.65	12.78	13.49		73.65
8 Cost per pupil	\$33 08						

*In addition Brantford Technical School Board received \$1,000, and Hamilton Collegiate Institute Board \$3,000 re Normal College.

AND HIGH SCHOOLS.—Continued.

Financial Statement.—Concluded.

Expenditure.						Charges per year.
Buildings, sites, and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., drawing models, or equipment for physical education.	School books, stationery, prizes, fuel, examinations and all other expenses.	Total expenditure.	Balances.	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
55 47 18			212 14	1 659 32	33 40	Res. \$5; non-res. \$10.
56	117 99	26 55	692 06	5,028 60	95 73	Town \$9; others \$10.
57	182 33	22 40	964 10	5,168 83	170 39	\$7.50.
58	3 45	24 31	549 45	3,602 21	86 32	Free; non-res. \$1 per mo.
59 111 17	86 06	72 33	449 58	2,669 14	732 84	\$5; \$8; \$10.
60 1,870 49		180 68	715 60	6,096 77		Free.
61	181 36		465 51	4,646 87	1,721 73	Free.
62 42 50	82 53	109 34	1,136 96	5,921 33		Free.
63 184 42			394 39	2,695 46	90	Free.
64		100 60	216 57	1,686 32		Free.
65 40 23		14 14	315 91	2,920 28	70 55	Res. F. I, \$3.50, F. II & III; \$6.50; others \$10.
66 34 20		75 19	739 67	5,112 39		Res. \$9; non-res. \$7.50.
67 150 00	43 54	57 99	433 84	4,010 37		Res. and Co. \$7.50; others \$10.
68		21 00	189 94	1,430 69		Free.
69 205 69	75 18	3 25	790 48	3,301 20	11 71	Res. free; non-res. \$5.
70	31 45	75 59	654 07	4,276 11		Free.
71 85 56		38 70	344 68	1,968 94	368 88	\$10.
72	24 50	90 42	746 63	4,361 55		Res. and Co. free; others \$1 per mo.
73	11 39	75 00	518 96	3,785 35		Town free; others \$10.
74 36 13		46 05	242 35	2,024 53	113 61	Free; F. IV, \$2 per mo.
75 26 59	3 75		2,562 50	4,242 84	489 85	\$10.
76 93 15	22 36	57 51	241 96	1,844 98	393 15	\$5.
77 36 32		10 15	365 90	2,747 44	13 97	50c. per month.
78	46 87	5 50	925 04	3,217 41	583 55	Free.
79 31 22	18 51	59 84	576 83	2,797 14	454 15	First year free to res.; \$6.
80	378 98	72 22	1,147 28	6,918 48	725 73	\$10; \$15.
81	30 12	52 00	332 43	2,914 55	161 78	\$15.
82 36 75	27 63		485 15	3,187 59		Res. \$5; non-res. \$7.50.
83 1,479 50	3 65		1,264 01	5,369 48	311 09	\$10.
84	11 15	1 94	202 88	1,433 50	420 25	Free.
85 494 80		97 45	382 73	4,599 98	370 45	\$10.
86	7 43	24 48	402 50	1,751 08	15 61	Res. \$7.50; Co. \$10; others \$15.
87	4 50	5 50	129 74	2,089 74		\$5.
88	69 60	2 25	419 69	2,529 91	673 27	Free; non-res. \$36.
89	276 70		1,385 84	4,322 54	990 01	\$10.
90	301 47	47 85	552 70	3,882 02	310 03	Free.
91 59 00	77 34		213 65	2,204 14	53 17	\$10.
92 41 03	106 14	30 10	393 22	2,736 97	277 73	Res. \$5; others \$10.
93 2,588 64		94 01	1,422 44	6,470 09	246 63	Free.
1 11,385 71	5,969 60	4,379 80	60,017 63	319,368 48	31,673 22	34 Free; 59 fee.
2 8,848 09	6,196 79	5,943 26	86,615 39	399,233 15	22,057 50	6 Free; 32 fee.
3 20,233 80	12,166 39	10,323 06	146,633 02	718,601 63	53,730 72	40 Free; 91 fee.
4 43,212 58		7,753 50	142,658 91	722,239 18	55,104 15	46 Free; 84 fee.
5		2,569 56	3,974 11			7 Fee.
6				3,637 55	1,373 43	6 Free.
7 2.82	1.69	1.44	2.04			
8						

†Including repairs.

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Collegiate Institutes.	Pupils and attendance.				Number of pupils in the						
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.	Canadian History.	English History.
1 Aylmer	66	75	141	89	96	134	140	140	140	123	140
2 Barrie	148	126	274	158	177	208	272	272	248	180	192
3 Brantford	165	184	349	201	260	247	345	330	330	247	277
4 Brockville	156	169	319	204	228	278	319	319	319	228	253
5 Coatham	157	189	346	204	250	296	346	300	300	250	250
6 Clinton	85	80	165	100	104	165	165	165	91	94	80
7 Coburg	51	71	122	75	97	122	122	122	122	122	122
8 Collingwood	62	96	158	86	106	158	158	158	158	97	108
9 Galt	123	103	226	143	164	186	226	220	200	163	171
10 Goderich	136	124	260	169	175	175	256	256	256	175	175
11 Guelph	118	113	231	147	139	231	231	231	231	139	201
12 Hamilton	286	377	663	391	295	413	659	663	663	346	463
13 Ingersoll	84	69	153	89	126	13	150	150	150	127	130
14 Kingston	174	256	430	267	281	379	430	430	430	307	240
15 Lindsay	138	117	255	143	83	202	255	255	255	170	177
16 London	407	409	816	505	586	669	802	802	802	586	641
17 Morrisburg	98	90	188	118	64	160	188	180	180	87	180
18 Napanee	109	119	228	140	156	178	223	223	223	155	170
19 Niagara Falls	115	131	246	138	175	215	246	246	71	175	197
20 Orillia	104	124	227	133	204	204	227	227	227	197	214
21 Ottawa	236	190	426	269	311	324	426	426	426	296	311
22 Owen Sound	184	193	377	215	377	201	377	377	377	171	227
23 Perth	98	118	216	134	146	176	216	216	216	143	175
24 Peterborough	140	134	274	185	176	252	262	262	262	176	176
25 Ridgeway	83	103	186	113	110	160	186	186	180	110	180
26 Sarnia	132	120	252	143	205	207	252	252	248	205	217
27 Sarnia (Harbord)	87	99	186	116	110	140	186	186	186	110	120
28 Stratford	142	158	300	183	230	210	300	300	300	230	297
29 Strathroy	94	88	182	113	169	152	175	175	182	127	135
30 St. Catharines	127	174	301	171	208	266	301	301	301	217	217
31 St. Marys	85	126	211	130	159	166	211	211	211	116	139
32 St. Thomas	195	204	399	242	293	318	399	399	399	29	322
33 Toronto (Harbord)	257	256	513	304	351	328	511	466	466	283	308
34 Toronto (Jameson)	181	163	344	205	265	279	344	344	344	183	341
35 Toronto (Jarvis)	237	204	441	233	171	219	270	269	265	181	193
36 Whitby	69	93	162	106	119	125	162	162	162	119	130
37 Windsor	140	163	303	180	234	226	303	246	192	240	260
38 Woodstock	141	161	302	168	194	219	302	302	302	194	225
Totals	5,404	5,768	11,172	6,704	7,594	8,712	10,943	10,749	10,432	7,362	8,354

AND HIGH SCHOOLS —Continued.

various subjects, and examination results.

various branches of instruction.

	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.	Greek	French.	German.	Writing.
1	51	123	130	140	106	11	106	53	74	3	132	2	84	32	87
2	123	109	217	270	230	17	167	119	81	2	229	7	137	20	100
3	119	198	267	321	316	26	158	100	153	5	249	19	254	89	186
4	91	198	278	312	174	25	209	65	142	4	280	13	260	96	138
5	96	140	300	200	187	10	226	138	88	1	259	29	227	24	150
6	74	71	139	165	142	17	81	36	72	2	130	15	127	28	49
7	25	80	103	122	9	8	42	25	80	.....	122	4	122	33	80
8	92	88	120	158	131	6	74	45	81	2	133	5	22	13	27
9	55	130	182	223	223	8	72	46	57	.....	148	5	67	71	127
10	106	115	175	248	162	22	154	95	161	5	195	6	125	27	88
11	95	110	139	201	144	27	116	60	72	6	172	5	155	92	57
12	317	292	478	650	475	93	351	189	172	23	616	17	377	253	234
13	31	105	129	150	105	7	62	22	91	6	109	.....	102	24	81
14	111	184	349	350	160	10	69	68	67	3	355	14	327	115	132
15	105	83	202	202	150	10	128	124	83	....	245	18	220	20	83
16	170	580	669	630	439	43	339	140	202	11	627	15	501	57	350
17	101	64	160	180	146	18	150	65	69	2	180	7	148	32	52
18	73	128	181	214	220	11	85	70	92	3	203	1	168	38	89
19	71	170	215	246	194	17	95	31	125	5	191	19	97	19	156
20	103	184	211	227	169	16	112	60	123	3	203	7	159	50	97
21	85	306	338	411	326	27	135	77	114	6	354	40	360	94	226
22	206	171	201	365	285	56	206	156	182	30	312	13	235	34	92
23	66	143	169	216	151	12	66	45	83	2	195	12	119	20	99
24	84	176	262	270	156	14	56	51	210	2	183	7	125	38	126
25	76	110	170	180	126	16	74	48	44	4	115	10	43	20	110
26	63	170	207	252	112	10	92	25	70	.....	195	27	146	27	104
27	90	110	140	186	150	14	104	104	60	.....	180	12	75	30	60
28	111	210	210	290	206	20	165	85	196	5	241	13	93	89	175
29	48	95	135	170	120	11	105	48	80	7	160	12	120	35	65
30	84	217	266	301	208	15	45	39	93	4	202	12	202	75	93
31	102	109	166	208	201	26	136	33	77	4	204	17	157	32	81
32	106	293	318	399	243	29	139	78	171	4	237	4	198	60	83
33	207	257	333	455	449	78	190	96	249	11	398	48	427	164	116
34	68	210	279	340	251	17	124	57	138	7	285	28	228	89	112
35	91	129	207	254	227	20	138	64	67	6	248	8	226	57	84
36	43	100	125	162	112	8	50	28	92	4	151	4	29	7	93
37	60	230	267	245	146	16	80	50	176	6	185	3	100	40	115
38	108	120	219	302	213	33	188	67	186	10	233	24	147	86	89
	3,707	6,308	8,656	10,225	7,650	824	4,953	2,702	4,373	198	8,856	502	6,709	2,130	4,286

AND HIGH SCHOOLS.—*Continued.*subjects, and examination results.—*Continued.*

Examination Results.

Number passed Junior Leaving Pt. II. Exam.	Number of Honors obtained by such pupils.	Number passed Commercial Diploma Exam. Pts. I and II.	Number passed Commercial Diploma Exam. Pt. II.	Number passed Senior Leaving Pt. I Exam.	Number of Honors obtained by such pupils.	Number passed Senior Leaving Pt. II. Exam.	Number of Honors obtained by such pupils.	Number passed Departmental Matriculation Exam.	Number passed the Junior Matriculation Exam. held by any University.	Number of first-class Junior Matriculation Honors taken by pupils.	Number of second-class Junior Matriculation Honors taken by pupils.	Number passed the Senior Matriculation Exam. held by any University.	Number of first-class Senior Matriculation Honors taken by pupils.	Number of second-class Senior Matriculation Honors taken by pupils.	Number passed the Entrance Exam. other than the Departmental, for any profession.
1	14			2				4	4	5	3				
2	29			5		1		15			4				
3	12	2	4	10		6		14	1						2
4	11			5		11		1	2			7			3
5	17	1	1	5		3		9		11	14				
6	3			5		6			1	5	9				2
7	3			2		3									1
8	10		2			1		3	2	3					
9	14	3		3		4		18	1	2	3				
10	22			6		1		11	1	6	1	2			
11	14	1	2	9		5		41	1	1	1				
12	24			22	2	24	1	72	79	44	61				7
13	7			3		6		7							1
14	16		1	1	2	1	3	17	11			7	21	8	
15	19			1		1		25		2	1				4
16	37		10	21	1	9	1	23		9	7				1
17	27			5		4		24	2	12		3			3
18	15			4		4		3	2	5	3				
19	10	4	3	4		7		10	1	4	12				1
20	20			2		3						2		6	
21	17			13	1	7		9	19	9	10				5
22	51		2	16		13		31	41	14	16	1	3	1	5
23	27			3		7		2	2						1
24	13			5		3		17		2					3
25	19					2		9				3			
26	8			3		3		6	3	6	11				
27	17			3		3		2	4	1	1				4
28	27	1	1	3		7		6							
29	16			1		3			2	5	4				
30	8			2				13	15	6	3	1			3
31	11			5		8		12		16	21				
32	26			8	1	7	1	1	1						10
33	12	2		6	1	8	1	16	1	33	5				2
34	20			1	3	2	8	6	8	27	6				
35	11			1		1		12	7	8	14				
36	5			4				2							1
37	3		1	2		3		9				2			4
38	20			6		3		4		11	1				3
659		4	28	197	11	180	15	454	211	247	211	28	30	22	66

COLLEGIATE INSTITUTES

II.—Table I.—Attendance Pupils in the

High Schools.	Pupils and Attendance.				Number of pupils			
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.
1 Alexandria	45	68	113	60	113	94	113	113
2 Almonte	67	57	124	73	99	124	124	120
3 Arnprior	47	67	114	67	95	108	114	114
4 Arthur	53	44	97	67	63	87	97	97
5 Athens	67	89	156	100	111	124	156	156
6 Aurora	56	36	92	58	92	60	92	92
7 Beamsville	40	27	67	39	59	59	67	67
8 Belleville	105	140	245	147	185	150	185	185
9 Berlin	87	77	164	89	142	136	162	162
10 Bowmanville	63	56	119	70	81	85	117	117
11 Bradford	42	45	87	52	66	67	87	87
12 Brampton	109	88	197	126	99	169	197	197
13 Brighton	28	24	52	32	33	33	52	52
14 Caledonia	44	49	93	63	77	77	93	93
15 Campbellford	53	54	107	60	75	80	107	107
16 Carleton Place.....	62	81	143	87	109	120	143	143
17 Cayuga	51	39	90	51	51	81	87	87
18 Colborne	39	33	72	37	37	44	72	72
19 Cornwall	97	97	194	110	194	180	194	194
20 Deseronto	40	73	113	65	70	70	113	113
21 Dundas	65	60	125	78	81	85	125	125
22 Dunnville	57	58	115	67	95	100	115	115
23 Dutton	54	62	116	76	74	110	116	110
24 Elora	52	45	97	56	67	69	97	97
25 Essex	39	46	85	54	61	62	85	85
26 Fergus	37	67	104	60	104	104	104	104
27 Forest	53	57	110	58	72	90	110	110
28 Fort William	8	25	33	26	26	29	33	32
29 Gananoque	44	76	120	75	93	93	120	120
30 Georgetown	48	49	97	57	71	72	96	96
31 Glencoe	51	39	90	56	55	55	86	86
32 Gravenhurst.....	23	27	50	31	29	47	50	50
33 Grimsby	17	30	47	26	37	38	47	47
34 Hagersville	33	39	72	43	48	49	72	72
35 Harriaton	60	62	122	68	54	73	122	122
36 Hawkesbury	31	40	71	41	50	60	71	71
37 Iroquois	64	52	116	71	93	93	110	110
38 Kemptville	98	89	187	110	92	121	187	187
39 Kincardine	64	73	137	88	93	73	137	137
40 Leamington	62	71	133	76	92	119	133	133
41 Listowel	57	79	136	72	123	104	135	135
42 Lucan	61	50	111	76	63	63	111	111
43 Madoc	41	43	84	53	61	65	84	84
44 Markham	111	69	180	103	85	110	180	180
45 Meaford	63	57	120	76	58	95	120	120
46 Mitchell	56	44	100	63	78	86	100	100
47 Mount Forest	90	78	168	95	100	161	168	168
48 Newburgh	74	72	146	87	146	132	146	146
49 Newcastle.....	30	11	41	25	20	41	41	41
50 Newmarket	57	58	115	67	69	70	115	115
51 Niagara	18	23	41	22	38	38	41	41
52 Niagara Falls South	42	42	84	40	73	73	84	84
53 Norwood	50	50	100	60	100	83	98	61
54 Oakville	23	38	61	38	51	61	61	61

AND HIGH SCHOOLS.—Continued.

various subjects, and examination results —Continued.

in the various branches of instruction.

Supplementary Reading in English Literature.		Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.
1	113	94	94	30	57	94	113	68	.....	49	20
2	124	98	97	41	92	108	123	60	3	50	13
3	114	95	97	39	114	108	114	114	3	63	20
4	97	43	68	49	68	87	97	78	13	78	49
5	156	125	114	85	54	125	156	132	8	120	92
6	92	60	60	38	32	60	92	92	6	60	32
7	67	59	59	13	39	59	67	40	.....	40	7
8	185	131	137	51	67	141	185	185	6	149	69
9	162	53	145	38	81	142	163	118	2	72	30
10	117	81	81	38	81	85	117	83	13	71	35
11	87	67	67	30	66	66	87	65	.....	23	26
12	197	99	99	75	99	169	197	160	18	91	74
13	52	33	33	19	33	52	52	32	.....	23	19
14	40	77	77	16	47	77	93	93	.....	74	41
15	107	75	75	42	65	80	100	75	4	50	37
16	143	109	114	34	109	120	143	65	5	62	16
17	87	51	56	35	51	81	86	86	5	50	16
18	37	19	37	35	19	44	72	53	.....	.....	35
19	45	120	88	80	120	180	184	184	12	85	36
20	70	70	72	45	58	82	113	113	2	43	28
21	79	85	85	40	81	85	120	80	1	65	35
22	115	97	98	34	67	100	110	68	5	24	16
23	116	74	80	36	30	96	110	80	10	86	29
24	97	20	74	45	57	68	94	72	9	44	33
25	85	57	65	42	36	62	85	69	8	54	31
26	104	70	70	34	70	104	104	62	.....	50	34
27	110	72	72	38	72	90	110	110	.....	60	29
28	32	26	26	5	25	28	32	32	.....	13	5
29	120	93	93	37	59	93	120	84	2	58	20
30	96	71	79	39	41	72	96	96	8	61	27
31	86	54	65	40	39	51	86	66	12	63	32
32	50	29	29	21	29	47	50	41	.....	17	21
33	47	37	37	11	37	38	47	26	1	28	10
34	72	49	51	27	48	49	72	57	3	48	24
35	54	54	68	58	48	73	122	100	9	65	43
36	71	60	47	21	50	60	71	35	6	47	11
37	110	92	95	46	54	93	108	88	3	47	29
38	176	100	116	86	52	121	187	157	16	125	68
39	137	93	93	64	73	93	129	89	14	92	30
40	133	92	98	41	82	119	133	85	7	45	24
41	135	123	123	69	123	104	135	135	1	71	64
42	111	63	63	48	63	85	111	68	5	68	42
43	84	61	61	23	84	65	84	84	.....	38	42
44	180	85	115	95	85	105	180	180	20	137	93
45	120	56	56	62	56	95	118	87	10	.....	38
46	100	30	83	37	55	83	99	99	.....	53	39
47	168	100	168	68	100	161	168	168	7	113	61
48	146	110	110	36	110	132	146	146	.....	77	30
49	41	20	20	11	41	20	41	41	.....	12	12
50	115	70	80	45	70	70	115	83	10	63	28
51	41	33	41	8	33	38	41	41	3	27	5
52	84	73	73	22	84	73	84	50	.....	50	20
53	85	75	75	44	75	100	85	70	.....	55	27
54	61	51	51	17	51	49	61	47	.....	44	15

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Number of pupils in the various branches of instruction.—(Con.)

High Schools.													
	Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Temperance and Hygiene.	Vocal Music.
1 Alexandria			110	6	113	13	57	57			57		
2 Almonte	60		110	8	73	27	60	66	38		60		
3 Arnprior	45		113	8	66	6	45	45			45		
4 Arthur	64		97	3	27		39	39	28		39		
5 Athens	67		154	8	77	14	23	52			128		
6 Aurora	54		80	6	75	10	54	54	36	12	54		
7 Beamsville	37		47	1	43	2	26	38			38		
8 Belleville	160	2	179	3	169	25	57	57			89		
9 Berlin	45		110	4	48	114	50	125			125		
10 Bowmanville	46	2	111	5	69	15	36	36			36		
11 Bradford			73		80		66	66			66		
12 Brampton	68	3	180	8	178	48	32	68			68		
13 Brighton	21		52		22		20	20			20		
14 Caledonia	43		90		10		32	32			32		
15 Campbellford	55		100	1	45	18	55	55			55		
16 Carl-ton Place	78		125	6	100	18	78	78			78		
17 Cayuga	31		80	3	53	9	31	31			31		
18 Colborne	19		70		60	57	19	19			19		
19 Cornwall	80		156	25	165	45	120	120			120		120
20 Deseronto	58		113		56	10	68	27			58		
21 Dundas	66		110	3	115	7	60	80			75		
22 Dunnville	57	1	101		62	30	64	63	12		59		
23 Dutton	38	3	110	2	40	5	30	32			32		
24 E ora	40		88		45	22	37	38	1	1	37		
25 Essex	27		83	3	39	8	29	29			29		
26 Fergus	12		104	28	90	4	42	42			42		
27 Forest	36		100	1	40	35	37	37			37		
28 Fort William	25		32		26		17	26	8		17		
29 Gananoque	25		103		79	25	61	61			61		
30 Georgetown	40		92	3	57	8	38	38			38		
31 Glencoe	40	2	90	4	66	12	35	35			35		
32 Gravenhurst	29		27		13		29	29	25		29		
33 Grimsby	30		45		25	4	32	32			32		47
34 Hagersville	31		70		54	9	27	29			29		
35 Harriston	29	1	118	5	90	15	31	29			28		
36 Hawkesbury	36		70		35	15	36	36			36		
37 Iroquois	53	2	103		65	14	51	51	57	12	51		
38 Kemptville	39	2	182	7	150	12	39	45			45		
39 Kincardine	59		118	25	104	24	64	64			64		
40 Leamington	33		72		57	21	48	48	5		44		
41 Listowel	28		115		74	44	40	40	8		40		
42 Lucan	49		100		43	11	53	54	21	8	53		
43 Madoc	40		84		33		36	36			36		
44 Markham	68	2	180	4	105	4	85	85	85		85		
45 Meaford			117	2	55	26	32	33	10		32		
46 Mitchell	49		72		35	21	46	46			46		
47 Mount Forest	63		126	4	95	7	100	100	45		100		
48 Newburgh	75		145		71	18	77	77			77		
49 Newcastle	24		28		28	10	13	17			17		
50 Newmarket	32		109	4	99	42	32	32			48		
51 Niagara	14		12		15		14	33			33		
52 Niagara Falls South	50		45	1	20	25	50	50	50		50		
53 Norwood	46		92		42	3	60	60			56		
54 Oakville	56		58	1	17		36	36			36		

AND HIGH SCHOOLS.—Continued.

various subjects, and examination results.—Continued.

Examination results.																					
Drill, Calisthenics and Gymnastics.	Agriculture.	Manual Training.	No. passed Junior Leaving Pt. I Exam.	No. of Honors obtained by such pupils.	No. passed Junior Leaving Pt. II Exam.	No. of Honors obtained by such pupils.	No. passed Commercial Diploma Exam. Pcs. I and II.	No. passed Commercial Diploma Exam. Pt. II.	No. passed Senior Leaving Pt. I. Exam.	No. of Honors obtained by such pupils.	No. passed Senior Leaving Pt. II Exam.	No. of Honors obtained by such pupils.	No. passed Departmental Matriculation Exam.	No. passed the Jr. Matriculation Exam. held by any University.	No. of 1st class Jr. Matriculation Honors taken by pupils.	No. of 2nd class Jr. Matriculation Honors taken by pupils.	No. passed the Sr. Matriculation Exam. held by any University.	No. of 1st class Sr. Matriculation Honors taken by pupils.	No. of 2nd class Sr. Matriculation Honors taken by pupils.	No. passed the En. Exam. other than Departmental, for any prof'n.	
1			7		8																
2			11		8				2		2		1				4	2	14		
3			12		4				2	6	2	6	3				2	6	6		
4	97		19		7						9										
5			27		29								18								
6			23		4				2	2	2	2	10		2	3	1	1	4		
7			8		3																
8			28		14								6								
9	140		10		6								2			1					
10			16		8				1		5			11	8	6					
11	42	45	11		4								4								
12			29		21				2		3		13		2	11	1			3	
13			11		5								4								
14			28		7								3								
15			14		10				2		2		12	1			1			3	
16			15		10								2	2	9	3	2				
17			15		8						2		2							2	
18			11		10								10								
19	120		19		20				2	6	5	13	2	2			2	7			
20	70		15		3				2		2		4								
21	125		10		6								13	1							
22	54		16		6				1		1		1								
23			21		9				3		1		4				5	6	8	1	
24			12		8				2		1		4							1	
25	82		17		10				3		1		7		2	4	1				
26			13		13								2								
27	60		12		10								1			2					
28																					
29	120		13		9				1				2								
30	92		13		12				2		2		1		4	1					
31	35		4		11				4	1	4		7								
32			9		5								9								
33	47		3		2								2							1	
34			2		6								2								
35			20		20				5	2	5	1	4							1	
36			10		2				2		2		4	2			1				
37			21		5				2		1		6								
38			36		17				4		3		16	1		3					
39	118		22		16				2		2		2				1				
40			16		10								13								
41	136		21		13								4								
42	61		19		9				1				3								
43			18		7																
44	180		18		18				2		4		2								
45	107		24		9				6			4									
46	100		18		12								8								
47	161		20		13								3								
48			21		6																
49			5		2								4							1	
50	115		11		10								2			1					
51			3						2												
52			9																	3	
53	50		23		14								37	1							
54			13		6								3								

COLLEGIATE INSTITUTES

11.—Table J.—Attendance, Pupils in the

High Schools.	Pupils and Attendance.				Number of pupils			
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric	English Composition.	Poetical Literature.
55 Omemece	22	22	44	34	30	23	44	44
56 Orangeville	111	102	213	132	120	142	210	213
57 Oshawa	93	82	175	107	133	151	175	175
58 Paris	46	38	84	49	63	66	84	84
59 Parkhill	51	52	103	59	59	66	103	103
60 Pembroke	86	88	174	93	117	152	174	174
61 Petrolea	98	90	188	111	118	178	188	188
62 Picton	119	124	243	145	188	208	243	243
63 Port Arthur	17	50	67	34	67	57	67	67
64 Port Dover	42	43	85	52	49	85	85	85
65 Port Elgin	47	39	86	57	66	66	85	85
66 Port Hope	97	70	167	104	82	112	163	163
67 Port Perry	57	66	123	71	123	123	123	123
68 Port Rowan	35	13	48	24	36	37	48	48
69 Prescott	35	51	86	52	45	65	86	86
70 Renfrew	86	134	220	135	149	188	220	220
71 Richmond Hill	49	37	86	47	84	79	84	84
72 Simcoe	76	77	153	85	133	94	153	153
73 Smith's Falls	71	85	156	98	156	146	156	156
74 Smithville	42	50	92	57	59	75	80	80
75 Stirling	36	30	66	39	66	66	66	66
76 Streetsville	28	21	49	28	22	49	49	49
77 Sydenham	58	75	133	75	39	94	133	133
78 Thorold	35	65	100	65	71	89	100	100
79 Tilsonburg	54	55	109	58	73	79	109	109
80 Toronto Junction	121	137	258	135	167	176	258	258
81 Trenton	62	56	118	70	82	98	118	118
82 Uxbridge	56	59	115	70	63	113	115	115
83 Vankleekhill	66	92	158	98	112	158	158	158
84 Vienna	12	16	28	13	15	28	28	28
85 Walkerton	83	73	156	96	77	98	156	156
86 Wardsville	27	24	51	30	25	32	51	51
87 Waterdown	35	32	67	37	42	49	66	66
88 Waterford	35	29	64	37	52	52	64	64
89 Watford	68	79	147	96	86	103	146	145
90 Welland	69	81	150	85	124	139	150	147
91 Weston	22	26	48	23	42	48	48	48
92 Warton	42	46	88	52	53	64	88	88
93 Williamstown	44	56	100	52	93	90	100	100
1 Totals, High Schools	5,161	5,390	10,551	6,252	7,485	8,410	10,439	10,397
2 Totals, Collegiate Institutes ..	5,404	5,768	11,172	6,704	7,594	8,712	10,943	10,749
3 Grand totals, 1900	10,565	11,158	21,723	12,956	15,079	17,122	21,382	21,146
4 Grand totals, 1899	11,071	11,389	22,460	13,273	16,478	16,953	22,314	22,194
5 Increases						169		
6 Decreases	506	231	737	317	1,399		932	1,048
7 Percentages	48.63	51.37			69	79	98	97
8 Percentage of average to total attendance	59.64							

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Number of pupils in the various branches of instruction.—(Con.)

High Schools.		Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Temperance and Hygiene.	Vocal Music.
55	Omenee	15		44	2	44	40	15	15			15		
56	Orangeville	99	4	105	13	96	33	65	65					
57	Oshawa	115		146	12	63	48	89	115			114		
58	Paris	40		69		30	16	40	44			40		
59	Parkhill	30	2	100	5	45	5	29	32			29		
60	Pembroke	62		148		85		70	99			99		
61	Petrolia	122		160	24	106	2	72	72			72		
62	Pictou	97		209	1	224	97	86	113	24		119		
63	Port Arthur	36		40		40	25	36	36			36		
64	Port Dover	25		58	2	25	12	26	26			26		
65	Port Elgin	50		85	2	84	42	20	48			48		
66	Port Hope	48	3	150	7	97	65	44	74	74		44		
67	Port Perry	62		118	7	67	35	76	7	25		76	76	80
68	Port Rowan	30		39	1	23	4	30	30			30		
69	Prescott	24		69		47	20	28	28			28		
70	Renfrew	58		123	21	112	6	149	116	51		111		
71	Richmond Hill	40		83	8	53	14	19	53		11	53		
72	Simcoe	70		100	10	55	30	94	49	2		94		
73	Smith's Falls	75		141	4	91	32	75	75	58	24	75		
74	Smithville	32	4	91	1	38		28	28			28		
75	Stirling	31		64		6		19	19			19		
76	Streetsville	18		49	1	36	1	18	19			18		
77	Sydenham	39		133		47	21	39	39			39		
78	Thorold	15		75		49	12	29	67	40	30	40		
79	Tilsonburg	32		78	1	32	2	8	38			38		
80	Toronto Junction	88	5	234	14	101	36	84	84			73		
81	Trenton	65		98		56	2	49	64	15		58		
82	Uxbridge	29		101	2	100	37	29	29			29		
83	Vankleekhill	76		152		120	41	76	76			76		
84	Vienna	7		23	2	15		7	6			7		
85	Wakerton	48	2	148	8	69	52	47	47			47		
86	Wardsville	8		51		16	14	8	25			8		
87	Waterdown	27		55	1	30	6	23	23			23		
88	Waterford	30		50		48	6	40	40			40		
89	Watford	48		141		37	11	46	46			46		
90	Welland	65		144	8	139	47	25	72			72		
91	Weston	42		21				42	4	16	16	42		
92	Warton	30		56	2	23	8	39	39			39		
93	Williamstown	57		99		78	31	57	57			57		
1	Totals, High Schools ..	4,253	40	9,217	351	5,941	1,764	4,225	4,654	757	114	4,655	76	247
2	Coll-giate Insts. ..	4,373	198	8,856	502	6,709	2,130	4,286	5,058	1,935	869	4,690		110
3	Grand totals, 1900	8,626	238	18,073	853	12,650	3,894	8,511	9,712	2,692	983	9,345	76	357
4	" 1899	10,376	245	19,131	1,176	13,464	5,513	9,031	10,623	2,694		10,240		136
5	Increases										983		76	221
6	Decreases	1,750	7	1,058	323	814	1,619	520	911	2		895		
7	Percentages	40	1	83	4	58	18	39	45	12	4.53	43	.35	1.64

AND HIGH SCHOOLS.—*Continued.*various subjects, and examination results.—*Concluded.*

Examination results.																				
Drill, Calisthenics and Gymnastics.	Agriculture.	Manual Training.	No. passed Junior Leaving Pt. I Exam.	No. of Honors obtained by such pupils.	No. passed Junior Leaving Pt. II Exam.	No. of Honors obtained by such pupils	No. passed Commercial Diploma Exam. Pts. I and II.	No. passed Commercial Diploma Exam. Pt. II.	No. passed Senior Leaving Pt. I Exam.	No. of Honors obtained by such pupils.	No. passed Senior Leaving Pt. II Exam.	No. of Honors obtained by such pupils.	No. passed Departmental Matriculation Exam.	No. passed the Jr. Matriculation Exam held by any University.	No. of 1st class Jr. Matriculation Honors taken by pupils.	No. of 2nd class Jr. Matriculation Honors taken by pupils.	No. passed the Sr. Matriculation Exam held by any University	No. of 1st class Sr. Matriculation Honors taken by pupils.	No. of 2nd class Sr. Matriculation Honors taken by pupils.	No. passed the En. Exam. other than Dept'm't'l, for any prof'n.
55			5		3								2							
56			33	1	28				1		3		14	1			3			5
57			19		15				5		5		14							
58			9		4								12							
59	51		8		10				3		3		10			4				
60	174		16		5								11							2
61	94		19		9								8							3
62			27		11	1			4		5		14		8	1	3	5		1
63			3		2								3							2
64			10		6								2							1
65			20		9															
66			14		12				6		6		2				3	8	15	
67	123		8		12				2		4		8							3
68			9		1								3							
69			13		9						2		10							
70	86		27		15				2		2		1	3	1		1	1		
71	84		14		5						1		1				1			
72	94		18		5				2		1		1	4	2					
73			16		22				4		1		22				1			
74			10		10				5		1		4				1	1	2	
75			13		5															
76			13		4															
77			24		14								1							40
78			13		4			1					1	5						
79			18		5								1							2
80			25		20				6	1	5	2	22	1	13	2				2
81			22		5								1							
82	103		22	1	12						5	1	16							
83	149		14		8				2		3		7	2						
84	28		5		3															
85		9	23		16				8		7		7							
86			7		3								4							
87			6		1								2							
88			8		4								1							
89			36		15				1		4									6
90			10		9						3		10							
91			5		2															
92			14		9				1				6		3					3
93			7		6									5						
1	3,100	54	1,405	2	823	1		1	109	18	126	25	484	42	54	42	34	39	49	88
2	9,130	68	1,066	3	659		14	28	197	11	180	15	454	211	247	211	28	30	22	66
3	12,230	54	2,471	5	1,482	1	14	29	306	29	306	40	938	253	301	253	62	69	71	154
4	9,684												615	164			35			
5	2,546	54											323	89			27			
6		68																		
7	56	.25	.31	11		7			1.4		1.4		4.3	1.16	1.4	1.16	.28	.32	.33	.79

COLLEGIATE INSTITUTES

III — Table K — Miscellaneous

Collegiate Institutes.	Brick, stone or frame school house.	No. of acres in playground.	Equipment.										Religious exer			
			Schools under United Board.	Value of Library (not including Supplementary Reading in English Literature).	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including Equipment).	Value of Appliances for Physical Education.	Value of Museum of Natural History, etc.	Value of School Buildings, Grounds and Furniture, not included in preceding items.	Schools using authorized Scripture Readings	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.
1 Aylmer.	B	4		614	9	694	125	28	680	85	300	15,000	1			
2 Barrie.	B	3		612		685	118	7	1,730	90		8,115		1	1	
3 Brantford.	B	1		610	43	862	108	27	1,000	128		18,000		1		1
4 Brockville.	S	2 $\frac{1}{2}$		600	76	1,001	179	10		299		25,770	1	1	1	
5 Chatham.	B	1 $\frac{1}{2}$		736	34	1,340	167	16	600	134	50	30,000	1	1	1	1
6 Clinton.	B	2 $\frac{1}{4}$		674		809	125	5	765	60	25	10,500	1	1		1
7 Cobourg.	B	1		611	66	599	110		668	219		7,000	1	1	1	1
8 Collingwood.	B	1		640		640	82	6	1,300	29		24,000	1	1		
9 Galt.	S	8 $\frac{1}{2}$		1,049		1,020	67	9	1,200	205	27	20,000	1	1		
10 Goderich.	B	1		616	21	678	71		2,500	200		16,000	1	1		
11 Guelph.	S	4	1	895	31	803	144	12	2,500	557	50	12,000		1		
12 Hamilton.	B	3 $\frac{1}{2}$	1	971		1,480	133			909	50	156,919	1	1		1
13 Ingersoll.	B	2	1	587	45	687	121	4	721	231		18,000	1	1		
14 Kingston.	B	2 $\frac{1}{10}$	1	729	123	610	67	25			100	35,000	1	1	1	1
15 Lindsay.	B	2	1	1,060	62	989	133	10	600	126	2	31,000		1		
16 London.	B	3	1	855		2,610	169	134		298	700	80,000		1	1	
17 Morrisburg.	B	1	1	632	82	1,191	132	7	980	188	125	12,400	1	1		
18 Napanee.	B	3 $\frac{1}{2}$	1	776	15	863	126	2	840	226	25	26,000		1		1
19 Niagara Falls.	B	5		655	70	618	87		1,061	112		27,000		1		1
20 Orillia.	B	2 $\frac{1}{4}$		642	29	747	110	68	1,800	250		15,576		1		1
21 Ottawa.	S	1 $\frac{1}{2}$		1,043	63	1,426	270	150	2,040	184	100	70,000	1	1	1	1
22 Owen Sound.	B	1	1	1,291	41	1,677	113	20		91	50	25,000		1	1	1
23 Perth.	B	5	1	698	33	798	155	10	560	267	500	19,500	1	1		
24 Peterborough.	B	2 $\frac{1}{2}$	1	598	115	866	149	25	600	160	100			1	1	
25 Ridgetown.	B	1 $\frac{1}{2}$		601	10	1,004	135	48	900	90	25	10,000		1	1	
26 Sarnia.	B	2 $\frac{1}{2}$	1	717		616	102		1,380	168		44,000	1	1	1	
27 Seaford.	B	2 $\frac{1}{4}$		726		664	155	5	666	33	50	15,000	1	1		
28 Stratford.	B	5		844		1,096	210	26		117		35,000	1	1		
29 Strathroy.	B	1 $\frac{1}{4}$		713	149	895	114	28	380	102		10,000	1	1		
30 St. Catharines.	B	1 $\frac{1}{4}$		631		733	127	18	700	75	10	15,000	1	1		
31 St. Marys.	B	2		590	35	626	113	25	700	74		16,000		1		
32 St. Thomas.	B	2 $\frac{1}{4}$	1	815	55	905	110	18	983	299		20,000		1		
33 Toronto (Harbord).	B	1 $\frac{1}{2}$		865	202	2,061	174	23	4,000	710		88,500		1		
34 " (Jameson).	B	1 $\frac{1}{2}$		1,351	192	2,116	155	15	4,000	790		62,000	1	1		1
35 " (Jarvis).	B	3		1,065		945	406	39	8,257	643	20	56,000		1	1	1
36 Whitby.	B	1	1	621	3	451	94	10	850	209		8,000		1		1
37 Windsor.	B	2	1	779		974	123	35	3,000	200	200	35,200				
38 Woodstock.	B	1		979	77	1,372	148	15	2,000	174	75	14,000	1	1		
Totals.	B S	34 4	91.35 15	29,395	1,661	38,163	5,222	874	49,923	8,738	2,607		20	37	12	14

AND HIGH SCHOOLS — *Continued.*

Information.

and other cises.		Number of pupils in—				Number of pupils from—			Destination of pupils.						Occupation of parents.				
Religious instruction imparted.	Commencement exercises.	Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the County.	Other counties.	Number who entered Mer- cantile life.	Number who became occupied with Agriculture.	No. who ent'r'd the professions Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other oc- cupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.
1	1	34	54	42	11	69	68	4	9	9	5	6	...	11	26	78	25	11	1
2	...	72	69	114	19	134	135	5	14	...	2	17	1	...	57	85	48	22	62
3	1	117	101	101	30	273	72	4	13	8	5	6	2	4	97	83	136	32	1
4	1	138	90	66	25	244	70	5	12	2	...	15	...	4	90	70	130	15	14
5	1	100	150	83	13	244	100	2	30	20	10	20	10	10	125	90	98	33	...
6	1	57	33	58	17	79	82	4	11	6	3	15	...	12	57	57	30	13	8
7	...	80	17	17	8	120	2	...	12	6	5	10	2	3	40	26	40	9	7
8	...	27	61	59	11	104	38	16	2	2	0	11	...	18	48	42	23	16	29
9	1	61	104	52	9	131	74	21	14	6	5	8	26	7	36	63	97	17	13
10	1	91	59	88	22	159	89	12	13	3	6	17	...	22	51	88	45	40	36
11	1	57	82	65	27	189	34	8	8	1	2	6	...	17	79	38	54	24	36
12	1	177	169	200	117	544	72	47	70	20	10	45	4	30	319	84	148	102	10
13	1	81	38	25	9	79	62	12	7	7	2	6	3	27	41	66	31	15	...
14	...	253	65	89	23	393	30	7	17	3	2	17	2	82	125	45	178	65	17
15	1	53	65	124	13	154	89	12	25	10	9	17	4	26	76	83	46	34	16
16	...	287	299	170	60	697	102	17	114	13	8	28	17	72	337	80	206	64	129
17	1	34	30	101	23	89	99	...	10	6	4	19	1	25	29	77	31	11	40
18	1	89	67	57	15	123	100	5	8	9	3	12	4	22	79	88	21	19	21
19	1	71	104	49	22	131	94	21	5	2	3	13	2	26	65	57	96	13	15
20	...	66	63	82	16	140	58	29	4	7	3	12	3	12	75	46	49	26	31
21	1	226	85	78	37	368	46	12	101	27	33	21	15	229	162	47	83	85	49
22	...	92	79	150	56	200	113	64	18	11	15	53	4	40	138	87	92	37	23
23	1	108	38	51	19	141	70	5	10	8	1	20	2	5	49	86	47	24	10
24	...	126	50	84	14	214	57	3	15	4	3	12	6	48	74	49	105	35	11
25	1	20	90	60	16	94	85	7	10	17	3	14	3	6	45	75	45	20	1
26	...	140	45	56	11	181	68	3	5	6	0	7	3	39	69	57	52	26	48
27	1	37	54	82	13	9	96	...	5	10	8	15	4	8	15	90	40	15	26
28	1	94	95	90	21	222	60	18	17	6	9	20	...	26	101	56	83	28	32
29	1	55	72	42	13	91	88	3	10	40	5	12	20	20	36	97	26	17	6
30	1	93	124	61	23	214	81	6	20	14	12	10	7	27	62	68	70	33	68
31	1	47	66	72	26	114	51	46	12	10	6	8	9	14	43	87	53	12	16
32	...	229	64	77	29	293	106	...	60	30	8	17	5	8	161	106	100	17	15
33	1	144	180	145	44	513	...	...	28	...	2	14	2	92	220	7	98	98	90
34	1	152	119	45	28	329	9	6	26	...	2	7	41	38	151	18	96	30	49
35	...	146	184	90	21	409	30	2	...	...	...	...	...	...	...	...	...	...	...
36	1	95	24	32	11	93	67	2	8	10	...	3	1	5	15	59	41	19	28
37	1	127	107	52	17	231	72	...	24	...	5	5	6	22	86	39	128	22	28
38	1	89	105	77	31	186	107	9	...	...	...	...	...	...	94	84	60	31	33
.....	27	3,965	3,301	2,986	920	8,079	2,676	417	767	333	199	538	209	1,057	3,373	2,458	2,751	1,130	1,019

COLLEGIATE INSTITUTES

III.—Table K.—Miscellaneous

High Schools.	Brick, stone or frame school house.	No. of acres in playground.	Equipment										Religious exer.		
			Schools under United Board.	Value of Library (not including supplementary reading in English Literature).	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatu.	Value of Charts, Maps and Globes.	Value of Models for Drawings.	Value of Gymnasium (not including Equipment).	Value of Appliances for Physical Education.	Value of Museum of Natural History, etc.	Value of School Buildings, Grounds and Furniture, not included in preceding items	Schools using authorized Scripture readings.	Schools opened with prayer.	Schools closed with prayer.
1 Alexandria	B	1 1/2	1	256		370	85					8,000		1	
2 Almonte	S	1	1	815	69	430	75	12			20	379	1	1	1
3 Arnprior	B	1	1	310	20	361	87			38		8,225		1	1
4 Arthur	B	2 1/2		264	31	550	27	31		6		5,500		1	
5 Athens	S	2		435	64	399	61	10		4		5,000	1	1	
6 Aurora	B	3		527	66	443	68	8				750		1	
7 Beamsville	B	2	1	293		281	70					2,600		1	
8 Belleville	B	1 1/2	1	286	219	472	162	21						1	1
9 Berlin	B	3		393	4	1,100	43	15		11	50	10,000	1	1	
10 Bowmanville	B	1 1/2		540	25	476	60	8				18,500	1	1	
11 Bradford	B	3		287	7	342	20	15		22	25	6,000		1	1
12 Brampton	B	5		400	56	581	67	24		10	25	8,000		1	
13 Brighton	B	2 3/4	1	258	12	313	37					4,000	1	1	1
14 Caledonia	B	2	1	417		561	52	4				12,000			
15 Campbellford	B	1 1/2	1	296		436	29					11,500	1	1	
16 Carlton Place	S	1	1	508	210	404	57	4		3		8,000		1	
17 Cayuga	B	1 1/2		176		335	38					4,000		1	
18 Colborne	B	3 1/4	1	248	9	275	79	5				8,300	1	1	
19 Cornwall	B	3 1/2		446		522	158	8				15,000	1	1	1
20 Deseronto	B	4 1/2		270	33	394	85	4	300	211	50	15,000			
21 Dundas	B	2	1	453		509	95	20		39		6,000		1	1
22 Dunnville	B	1 1/4		364	18	456	65	23				5,500		1	
23 Dutton	B	1		201	18	440	31					4,800		1	
24 Elora	S	1 1/2		174	25	344	70	2				5,000	1	1	
25 Essex	B	3 1/4		260	60	428	84	28	700	196		10,000	1	1	
26 Fergus	S	3 1/4	1	234	16	240	65					6,000		1	
27 Forest	B	2		306		306	62	21				10,000		1	
28 Fort William	B	2		49	77	143	57	3							
29 Gananoque	B	1	1	458	26	471	108					25,000	1	1	
30 Georgetown	B	4		191	25	346	63	10		5		12,782	1	1	
31 Glencoe	B	2		304	36	566	55	28				9,000		1	1
32 Gravenhurst	B	7 1/2		143	25	358	46					7,000		1	1
33 Grimsby	F	1		168	6	237	20	10				2,000	1	1	
34 Hagersville	B	1 1/2		306		450	32					6,000	1	1	
35 Harriston	B	3		153	2	360	60					7,500		1	1
36 Hawkesbury	B	1	1	410		367	45					13,000	1	1	1
37 Iroquois	B	3 1/4		603		1,027	126	18		27	250	15,000	1	1	
38 Kemptville	B	2	1	300		380	68			18		10,190		1	
39 Kincardine	B	4	1	454	75	623	89	34		14		6,000	1	1	
40 Leamington	B	1 1/4		258	27	402	87	33		11		10,000	1	1	
41 Listowel	B	4		333		365	64		250	42		7,000		1	
42 Lucan	B	3		200	85	576	73	18				10,000		1	1
43 Madoc	B	1		172		389	90					8,000	1	1	
44 Markham	B	1 1/2		242	6	734	46	38		13		6,000	1	1	1
45 Meaford	B	3		257		492	46		1,250	169		12,500	1	1	
46 Mitchell	B	3 1/4		232		326	64	21	566	223	1	13,000	1	1	
47 Mount Forest	B	2		389	30	518	38					12,000	1	1	
48 Newburg	S	2	1	418	12	331	58					4,000		1	
49 Newcastle	B	1	1	156		288	46	4				7,500	1	1	
50 Newmarket	B	1		149	31	413	69	20	300	87		11,000		1	
51 Niagara	B	1 1/2		187		177	69	15				3,500	1	1	
52 Niagara Falls S.	B	2		239	29	288	41	3		30		10,000		1	
53 Norwood	B	8	1	329		306	27			2		7,000		1	
54 Oakville	B	2 3/4	1	267		241	24					3,500	1	1	

AND HIGH SCHOOLS.—Continued.

Information.—Continued.

and other cises.			Number of Pupils in				Number of Pupils from—			Destination of Pupils.						Occupation of Parents.				
Schools using Bible.	Religious instruction imparted.	Commencement exercises.	Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the County.	Other counties.	Number who entered Mercantile life.	Number who became occupied with agriculture.	No. who entered the professions of law, medicine & the church.	Number who became teachers.	No. who entered any other profession.	Number who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.
1...	1		45	38	30	....	103	4	6	4	3	....	8	1	4	18	75	18	2	....
2 1			60	21	38	5	91	25	8	9	3	1	9		19	33	25	47	4	15
3...			45	36	30	3	86	16	12	3	2	3	7	2	6	13	23	74	4	....
4...	1		19	29	36	13	48	48	1	6	7	2	8	....	3	37	46	11	3	....
5...	1		30	52	68	6	61	93	2	3	6	1	18	2	2	36	84	17	6	13
6 1			32	22	32	6	56	35	1	10	10	1	3	0	7	21	33	26	11	1
7...			26	28	13	....	35	32	....	2	13	....	2	....	6	9	35	10	5	8
8 1			117	74	48	6	213	30	2	20	3	2	11	2	12	45	40	96	13	51
9 1			71	54	36	3	98	66	....	23	4	....	5	....	23	79	20	33	27	5
10 1			36	45	25	13	73	42	4	4	3	1	10	....	17	28	33	28	10	20
11 1			22	35	30	....	47	39	1	6	3	4	8	1	4	9	42	26	7	3
12...	1		68	31	75	23	91	99	7	12	15	3	16	4	....	26	105	43	12	11
13 1	1		20	13	19	....	26	26	....	3	2	1	4	2	1	5	20	20	3	4
14...	1		25	33	35	....	37	44	12	4	8	2	7	....	12	16	39	21	12	5
15...	1		30	35	38	4	65	39	3	5	4	3	8	1	5	27	29	35	3	13
16...			78	31	29	5	116	25	2	12	4	....	8	2	21	38	31	65	9	....
17...	1		31	20	30	9	30	59	1	....	9	....	4	6	17	9	46	18	8	9
18...			19	18	35	....	49	23	....	....	1	1	4	....	6	19	30	10	3	10
19 1			86	49	51	8	124	67	3	10	5	10	13	....	12	12	20	25	15	....
20...			47	21	43	2	94	17	2	8	1	....	5	....	14	35	16	47	3	12
21 1			46	35	44	....	79	46	....	8	3	....	5	....	6	25	26	41	8	1
22...			42	40	27	6	69	41	5	5	5	2	2	....	14	31	42	29	11	2
23...	1		30	44	32	10	47	63	6	....	....	1	3	3	12	4	52	6	4	3
24...			24	28	35	10	41	51	5	5	5	2	8	3	2	16	42	23	6	10
25...	1		16	28	32	9	36	49	....	7	1	1	8	....	1	16	44	15	7	3
26...			42	28	34	....	84	20	....	12	5	8	12	....	....	30	35	20	19	....
27 1			37	35	38	....	52	57	1	8	3	2	9	....	18	20	40	29	3	18
28...			17	11	5	....	33	....	....	....	....	....	....	....	....	3	....	15	....	15
29...	1		35	48	37	....	83	21	16	9	2	1	8	....	15	41	39	28	12	....
30...	1		28	29	31	9	39	30	28	4	3	2	6	....	4	24	42	10	6	5
31 1			20	26	30	14	46	37	7	8	7	....	7	1	11	18	40	12	6	14
32...			9	20	21	....	29	18	3	6	1	....	7	....	5	17	12	18	2	1
33...	1		19	18	10	....	25	16	6	3	....	....	....	1	10	5	19	13	3	1
34 1			15	30	24	3	72	....	....	3	3	....	2	....	15	16	34	18	4	....
35...			17	22	69	14	56	35	31	5	2	2	22	7	9	30	45	7	15	....
36...	1		17	30	18	6	25	44	2	5	4	2	1	1	2	16	25	23	4	3
37...	1		35	46	29	6	39	60	17	4	3	1	6	1	11	23	58	20	10	5
38...			39	62	70	16	64	47	76	5	4	6	8	3	4	41	62	55	20	....
39 1			43	30	47	17	72	62	3	8	4	5	14	2	12	38	71	12	15	1
40...	1		44	48	34	7	67	59	7	3	5	2	3	....	4	30	40	35	10	18
41...	1		30	37	69	....	73	31	32	2	0	2	11	....	15	29	39	29	18	21
42...	1		24	39	43	5	49	62	....	3	3	3	8	2	7	27	48	8	10	16
43 1			36	25	23	....	41	42	1	3	4	....	7	2	3	6	30	34	7	7
44 1			43	42	75	20	30	142	8	11	13	11	8	....	4	23	76	20	8	12
45...	1		32	26	49	13	62	46	12	10	4	1	9	2	11	20	49	14	22	15
46...	1		33	28	39	....	65	33	2	3	4	....	12	2	5	15	37	30	8	10
47...	1		54	46	61	7	110	24	34	7	3	2	10	3	12	36	51	43	20	18
48...	1		69	41	36	....	43	103	....	5	15	2	7	2	4	30	70	21	15	10
49...	1		13	17	11	....	19	22	....	4	....	1	....	....	3	6	11	3	5	3
50 1			32	38	35	10	49	61	5	1	1	1	2	1	10	11	53	34	5	7
51...			14	19	5	3	21	19	1	....	4	....	3	4	....	2	19	5	10	5
52...	1		25	37	22	....	82	2	....	7	....	....	....	....	8	17	35	20	3	9
53 1			32	28	40	....	50	41	9	2	6	1	1	2	5	20	50	23	5	2
...	1		22	21	18	....	35	24	2	5	4	2	6	2	3	14	17	16	8	6

COLLEGIATE INSTITUTES

III.—Table K.—Miscellaneous

High Schools.	Brick, stone or frame school house.	No. of acres in playground.	Schools under United Board.	Equipment.										Religious exer.	
				Value of Library (not including supplementary reading in English Literature.	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatus	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including Gymnasium Equipment).	Value of Appliances for Physical Education.	Value of Museum of Natural History, etc.	Value of School buildings, grounds and Furniture, not included in preceding items	Schools using authorized Scripture readings	Schools opened with prayer.	Schools closed with prayer.
55 Omemee	F	1	1	232	7	260	44			3		3,000	1	1	
56 Orangeville	B	2	1	568		505	57	26				11,250	1	1	
57 Oshawa	B	3	1	377		306	120	14			50	10,736	1	1	
58 Paris	B	4	1	308	5	544	111	9				3,500	1	1	
59 Parkhill	B	3	1	290	26	483	93	3		44	50	8,300	1	1	
60 Pembroke	B	1	1	238	19	474	92					12,100	1	1	
61 Petrolea	B	2	1	390		359	44	5				7,500	1	1	
62 Picton	B	3	1	638	9	623	118	45				7,500	1	1	
63 Port Arthur	B	4	1	240		290	48				20	15,000	1	1	
64 Port Dover	B	2	1	272		402	19	20		7		9,000	1	1	
65 Port Elgin	B	14	1	182	59	350	43	30				4,500	1	1	
66 Port Hope	B	1	1	459	53	448	72	8		10		14,262	1	1	
67 Port Perry	B	1	1	270		440	44	8	22	122	15	12,000	1	1	
68 Port Rowan	B	2	1	90	3	205	22			8		5,000	1	1	
69 Prescott	B	11	1	194	30	367	109			29		9,940	1	1	
70 Renfrew	B	3	1	226	39	293	37	12				10,000	1	1	
71 Richmond Hill	B	1	1	97	18	253	31	28		2		6,500	1	1	
72 Simcoe	B	3	1	265	28	671	134	29		29		12,000	1	1	
73 Smith's Falls	B	1	1	428	125	495	67	5				8,000	1	1	
74 Smithville	B	1	1	107		280	29					3,300	1	1	
75 Stirling	B	1	1	160	9	262	33					4,500	1	1	
76 Streetsville	B	1	1	180	32	242	71	2			25	3,000	1	1	
77 Sydenham	S	1	1	262	91	289	31					15,000	1	1	
78 Thorold	B	2	1	258	9	339	69	3		4		8,500	1	1	
79 Tilsonburg	B	3	1	232	20	530	68	2				12,500	1	1	
80 Toronto Junc.	B	1	1	593		858	95	22				40,000	1	1	
81 Trenton	B	3	1	362	8	394	81	8				6,150	1	1	
82 Uxbridge	B	1	1	265	43	335	52	4				8,000	1	1	
83 Vankleek Hill	B	2	1	467	4	658	37	3	35	22		12,000	1	1	
84 Vienna	B	2	1	224	51	252	105	10	500	51		3,500	1	1	
85 Walkerton	B	1	1	325		458	54	3				8,000	1	1	
86 Wardsville	B	2	1	219	17	191	73	33				5,000	1	1	
87 Waterdown	S	3	1	196		330	41	5				5,500	1	1	
88 Waterford	B	3	1	320	4	408	61					7,800	1	1	
89 Watford	B	2	1	323		385	109	47		20		9,000	1	1	
90 Welland	B	1	1	170	15	513	28					12,000	1	1	
91 Weston	B	1	1	274		434	75	15				5,000	1	1	
92 Wiarton	S	1	1	312	15	251	45					8,500	1	1	
93 Williamstown	B	3	1	192	29	312	10					10,000	1	1	
1 Totals, H. S.	B S. F.	82 9	2	182,933	38	27,989	2,222	38,436	5,915	917	3,923	1,540	581	42	89
2 " Coll. In.		34 4		91,355	15	29,395	1,661	38,163	5,222	874	49,923	8,738	2,607	20	37
3 G'd totals, 1900		116 13	2	274,288	53	57,384	3,883	76,599	11,137	1,791	53,846	10,278	3,188	62	126
4 " " 1899		113 14	2	275,82	52	55,219		74,069	10,896		*62,156		2,816	60	127
5 Increases		3			1	2,165		2,530	241				372	2	
6 Decreases		1		1,54											1
7 Percentages {	B. 88.55 S. 9.92 F. 1.53		40											47	96

* Including appliances for Physical Education.

AND HIGH SCHOOLS.—*Concluded.*Information.—*Concluded.*

and other cises.	Number of Pupils in—				Number of Pupils from—			Destination of Pupils.						Occupation of Parents.					
	Schools using Bibles. Religious instruction imparted. Commencement exercises.	Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the County.	Other counties.	Number who entered merchan- tile life.	Number who became occupied with agriculture.	No. who ent'd the professions of law, medicine & the church.	Number who became teachers.	No. who ent'd any other prof'n.	Number who left for other oc- cupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.
55.	7	23	14	...	22	22	..	1	3	4	3	...	33	3	25	6	4	5	
56.	30	52	108	23	87	80	46	13	9	5	26	5	28	49	92	32	22	18	
57.	92	25	35	23	118	44	13	20	8	1	6	...	22	40	62	53	20	..	
58.	40	23	17	4	63	16	5	4	2	...	3	...	12	21	20	25	7	11	
59.	29	30	32	12	56	43	4	2	3	...	6	2	6	9	24	4	4	6	
60.	85	32	56	1	125	46	3	9	4	2	5	3	21	40	34	60	24	16	
61.	118	26	39	5	123	65	...	12	2	...	5	3	11	28	22	45	5	...	
62.	107	63	53	20	144	96	3	...	...	4	11	...	...	54	113	52	21	3
63.	36	21	10	....	67	...	...	20	10	...	5	...	2	20	10	20	5	5
64.	25	34	26	....	48	28	9	6	3	1	3	3	8	12	33	14	7	13
65 1	23	28	35	....	51	35	...	4	2	2	4	...	14	29	23	13	12	9
66.	44	38	62	23	102	65	....	11	1	2	14	...	15	42	56	28	20	21
67.	41	35	37	10	62	48	13	8	5	5	10	4	6	31	46	30	11	5	
68.	25	9	14	...	23	24	1	3	2	1	3	...	6	11	19	4	2	5	
69.	28	17	30	11	66	19	1	5	1	....	6	2	4	21	17	24	4	20
70.	90	59	66	5	126	90	4	12	3	....	16	3	25	36	42	18	3	...
71.	25	31	28	2	79	7	....	3	5	....	3	...	17	17	50	8	9	2
72 1	49	45	49	10	61	88	4	20	30	1	5	...	...	33	70	30	15	5
73.	60	33	53	10	121	18	17	7	4	2	15	4	20	28	36	82	10	...	
74 1	29	30	22	11	55	34	3	...	6	6	7	...	...	7	49	5	7	1
75 1	19	23	24	....	27	38	1	3	9	...	5	3	3	5	39	6	3	...
76 1	13	9	27	....	12	23	14	1	3	1	3	...	5	5	35	4	....	5
77.	39	51	43	....	130	2	1	4	12	2	12	...	...	12	49	21	...	...
78 1	29	38	33	....	77	23	....	5	6	3	1	2	8	20	40	15	10	10
79 1	38	35	36	....	65	20	24	5	5	2	3	3	4	7	20	14	7	5
80.	109	47	74	28	100	54	104	15	10	5	7	7	45	56	45	67	24	66	
81.	49	33	39	....	89	16	13	15	4	2	3	2	17	37	22	18	13	28
82.	29	34	40	12	63	50	2	5	9	....	14	7	4	14	50	23	1	23
83.	76	36	37	9	72	58	28	2	2	....	6	...	...	14	62	20	5	9
84.	7	8	13	...	24	...	4	...	1	...	1	...	...	1	25	2	....	...
85.	48	27	63	18	82	67	7	15	4	4	16	1	10	40	65	25	19	7	
86.	8	17	26	....	25	10	16	1	2	3	3	...	1	7	26	7	5	6
87.	23	19	24	1	58	3	6	2	4	3	...	...	4	7	35	5	10	9
88.	24	17	23	....	22	42	...	7	4	....	2	2	10	11	38	8	3	4
89.	48	40	47	12	48	94	5	6	10	3	12	5	....	24	90	30	3	....
90 1	71	32	41	6	66	83	1	4	3	....	7	3	16	37	66	23	15	9
91 1	38	10	....	....	26	17	5	5	5	....	1	...	9	4	15	14	4	11
92 1	27	26	32	3	76	8	4	3	1	4	5	8	12	20	9	40	11	8	
93.	60	20	20	....	96	1	3	1	....	2	3	...	3	8	44	9	9	3
1 27	1 58	3,679	2,963	3,359	550	6,087	3,714	750	564	424	169	633	139	837	2,075	3,763	2,303	823	769
2 14	27	3,965	3,301	2,986	920	8,079	2,676	417	767	333	199	538	209	1,057	3,373	2,458	2,751	1,130	1,019
3 41	1 85	7,644	6,264	6,345	1,470	14,166	6,390	1,167	1,331	757	368	1,171	348	1,894	5,448	6,221	5,054	1,953	1,788
4 41	89	8,407	6,912	5,701	1,440	14,603	6,658	1,199	1,449	944	467	1,297	...	1,910	6,493	7,320	6,237	2,410	...
5 ..	1	644	30
6 ..	4	763	648	437	268	32	118	187	99	126	...	16	1,045	1,099	1,183	457	...
7 31	1 65	35.19	28.83	29.21	6.77	65.21	29.42	5.37	26	30	25	10	9	...

Table L.—PROTESTANT SEPARATE SCHOOLS.

Statistics.	No 5, Bromley.	No. 9, Cambridge.	No. 6, North Plantagenet.	Puslinch.	Rama.	L'Original.	Penetanguishene.	Totals.
Number of schools.....	1	1	1	1	1	1	1	7
<i>Receipts:</i>	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Balances from 1899	94 36	9 54	43 49	76 57	155 88	419 94	5 75	805 53
Government grants	36 60	4 75	3 90	13 16	48 58	40 45	110 77	258 20
Municipal grants						300 00	2,187 44	2,487 44
Trustees' school taxes	215 31	85 57	310 00	111 87	200 00			922 25
Other sources.....				77 98	85 75	1 85	6 00	171 58
Total.....	346 27	99 86	357 39	279 57	490 21	762 24	2,309 96	4,645 50
<i>Expenditure:</i>								
Teachers salaries.....	220 00	83 00	250 00	230 00	350 00	410 00	1,410 00	2,943 00
School sites and buildings			4 70				258 50	263 20
Libraries, maps, etc.....			98				39 31	40 29
Other expenses	24 80	11 57	53 17	17 70	97 39	44 60	565 41	814 64
Total	244 80	94 57	308 85	247 70	447 39	454 60	2,263 22	4,061 13
Balances on hand.....	101 47	5 29	48 54	31 87	42 82	307 64	46 74	584 37
<i>Teachers:</i>								
Male					1		1	2
Female.....	1	1	1	1		1	3	8
Certificates.	III	Temp.	II	III	II	III	1, II; 3, III.	3, II; 6, III; 1 Temp.
Salaries.	220 00	156 00	250 00	230 00	350 00	410 00	Male, \$600 00 Female, \$267 00	Av. Male, \$475 00 Av. Female, \$258 00
<i>Pupils:</i>								
Total number attending.....	21	20	13	28	79	47	208	416
Boys.	10	10	7	11	42	18	103	201
Girls.	11	10	6	17	37	29	105	215
Average attendance	10	8	5	11	44	28	132	238
No. in 1st Reader, Part I..	3	4	5	6	21	7	55	101
“ 1st “ Part II..	3	4	1	4	9	6	48	75
“ 2nd “	1	5	2	2	14	12	32	68
“ 3rd “	10	2		7	23	2	38	82
“ 4th “	1	5	4	5	11	20	22	68
“ 5th “	3		1	4	1		13	22
“ writing	21	20	13	28	49	47	208	386
“ arithmetic.....	21	20	13	28	58	47	208	395
“ drawing.	21	20	13	28	49	47	208	386
“ geography.	14	12	7	18	35	26	145	257
“ music		20	13	28		47	63	171
“ grammar and com- position	13	7	8	18	49	40	92	227
“ English history	5	5	5	9	12	20	35	91
“ Canadian history....	8	5	5	16	35	20	73	162
“ physiology and tem- perance	1	5	3	18	11	14	35	87
“ drill and calisthenics.		20	13	28		47		108
“ bookkeeping	3			9	2		13	27
“ algebra	3		1	4	1		13	22
“ geometry			1	4	1		13	19
“ botany.				4			13	17
“ elementary physics..				4				4
“ agriculture	1		1	16				18
Sch. houses (brick, frame or log)	Frame	Log	Frame	Frame	Frame	Brick	Brick	2B., 4F., 1L.
Number of maps	7	6	8	10	16	13	6	66
Number of globes	1			1	1	1		4

Table M.—REPORT ON TRUANCY.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P.s.	No. of convictions.	No. of children not attending any school.	Towns.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P.s.	No. of convictions.	No. of children not attending any school.
Belleville		160	3			Peterborough.		30	2		
Brantford.		250	14	14	23	Petrollea	6	75			5
Chatham.		37	2			Port Arthur.		3			3
Guelph.....	5	46				Prescott			2		
Hamilton.		98	35	9		Preston		60			
St. Catharines		77	1			St. Mary s		2			
St. Thomas	4	62	5	5		Sarnia.....		83		3	
Stratford.		35				Simcoe		2			
Toronto.	10	636	10	4		Stayner.	4	16	3	3	
Windsor	13	388	2			Strathroy.		3			
Towns.						Thornbury		1			
Almonte		30				Thorold.		8			
Amherstburg		2				Toronto Junction		10	1		7
Arnprior		2				Trenton.	13	22	7		13
Aurora		5				Vankleek Hill.		2			
Aylmer.		63				Walkerton		39			39
Barrie		27				Warton		12			
Berlin		6				Villages.					
Bowmanville		26				Ailsa Craig.....		1			
Bracebridge.		2			2	Bayfield		2			
Brockville		45	1	1		Burk's Falls		2			
Collingwood	4	25				Burlington		4			
Deseronto		6				Campbellford		5			
Dundas.	2					Colborne		5			
Durham		4			1	Drayton		10			10
Forest	2	4	2	2		Dundalk		20			1
Galt		10	2			Elora.		5			
Gore Bay		1				Exeter	10	5			
Gravenhurst.		15				Garden Island ...	4				
Lindsay	12	74	7	5	1	Georgetown.		60	1	1	
Listowel		13				Glencoe.	5	3			
Milton		8			5	Hespeler		35			
Newmarket.....		8				Huntsville		6			
Niagara		15				Markdale.....		2			
Niagara Falls.....	4	38	5	3	10	Oil Springs		6			1
North Bay	2					Point Edward		14			
Orangeville.	1					Stirling.		4			4
Owen Sound		17				Tara		12			
Pembroke.	2	17			2	Wroxeter.....		1			
Perth.		16	1	1		Totals.....	103	2,838	106	51	127

Table N.—REPORT ON KINDERGARTENS.

Locality.	No. of Kindergartens.	No. of Teachers.	No. of pupils attending.	Average attendance.
Cities :				
Belleville	1	2	46	17
Brantford	3	8	378	149
Chatham	2	4	213	82
Guelph	1	2	145	52
Hamilton	14	20	1,324	482
Kingston	3	3	285	108
London	14	28	1,076	404
Ottawa	13	20	1,107	455
Stratford	3	5	296	100
Toronto	45	128	4,488	1,998
Towns :				
Aylmer	1	2	74	45
Berlin	4	5	415	175
Dundas	1	1	107	47
Galt	1	1	67	47
Ingersoll	1	2	112	46
Niagara Falls	1	3	116	36
Owen Sound	1	2	86	49
Peterborough	2	4	200	75
Preston	1	1	71	46
Simcoe	1	1	81	19
Tilsonburg	1	1	59	20
Toronto Junction	2	2	151	65
Waterloo	1	1	100	8
Villages :				
Ashburnham	1	2	74	36
Campbellford	1	1	74	25
Hespeler	1	1	89	53
Totals	120	250	11,234	4,639

Table O.—REPORT ON NIGHT SCHOOLS

Locality.	No. of Night Schools.	Teachers.	Pupils attending.	Average attendance.
St. Catharines	1	1	32	7
Toronto	10	18	702	142
Windsor	1	2	61	16
Totals	12	21	795	165

Table P.—GENERAL STATISTICAL ABSTRACT.

A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes); also Normal College and Normal and Model Schools, from the year 1867 to 1900, compiled from Returns in the Education Department.

No.	Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1897.	1900.
1	Population .....	.....	1,620,851	.....	1,926,922	.....	2,114,321	.....	.....
2	School population between the ages of five and sixteen years, up to 1884, (and five to twenty-one subsequently)	447,726	495,756	494,804	483,817	611,212	595,238	590,055	580,105
3	High Schools (including Collegiate Institutes)	102	104	104	104	112	128	130	131
4	Normal College and Normal and Model Schools	3	3	4	6	6	6	7	8
5	Total Public Schools in operation	4,261	4,490	4,955	5,013	5,277	5,577	5,574	5,655
6	Total Roman Catholic Separate Schools	161	171	185	190	229	312	340	355
7	Grand total of all schools in operation	4,527	4,768	5,248	5,313	5,624	6,023	6,051	6,149
8	Total pupils attending High Schools (including Collegiate Institutes)	5,696	7,968	9,229	12,348	17,459	22,837	24,390	21,723
9	Total students and pupils attending Normal College, Normal and Model Schools	800	800	900	1,059	1,204	1,270	1,492	1,674
10	Total pupils attending Public Schools	382,719	433,256	465,908	445,364	462,839	448,204	441,157	432,126
11	Total pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148	30,373	37,466	41,620	42,397
12	Grand total, students and pupils attending High, Public, Separate, Normal College, and Normal and Model Schools	408,139	463,430	500,989	484,918	511,875	509,777	508,659	497,920
13	Total amount paid for the salaries of Public and Separate School Teachers	\$1,093,516	1,371,594	2,038,099	2,144,448	2,458,540	2,752,628	2,886,001	2,985,278
14	Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc.	\$379,672	835,770	1,035,390	882,526	1,283,565	1,301,289	1,329,609	1,501,805
15	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs of school houses, and for libraries, apparatus, etc.	\$1,473,188	2,207,364	3,073,489	3,026,974	3,472,105	4,052,917	4,215,670	4,587,083
16	Total amount paid for High School (including Collegiate Institutes) Teachers' salaries	\$94,820	141,812	211,607	253,864	327,452	470,828	532,837	529,245
17	Total amount paid for erection and repair of High School (including Collegiate Institutes) houses, maps, apparatus, prizes, fuel, books, etc.	\$19,190	31,360	51,417	89,857	168,160	215,871	183,139	189,356
18	Amount paid for other educational purposes	\$332,825	439,690	250,968	262,307	280,832	358,987	346,820	347,293
19	Grand total paid for educational purposes	\$1,920,023	2,820,226	3,587,481	3,633,002	4,518,549	5,094,603	5,278,466	5,652,977
20	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857	7,594	8,480	9,128	9,440
21	Total male teachers	2,849	2,626	3,020	3,062	2,718	2,770	2,784	2,630
22	Total female teachers	2,041	2,850	3,448	3,795	4,876	5,710	6,344	6,810

* Colleges and Private Schools are included for 1867 and 1872.

APPENDIX B.—TEACHERS' INSTITUTES.

FINANCIAL STATEMENT, 1900

Name of Institute.	Number of Insti- tutes.	Number of members.	Receipts.				Expenditure.					Balances.	
			Government Grant.	Municipal Grant.	Members' fees.	Balances and other sources.	Total receipts.	Printing, etc.	Libraries, educational journals, etc.	Miscellaneous.	Total expen- diture.		
1 Algoma, East	1	50	\$ 25 00	c.	.....	\$ 10 83	\$ 35 83	\$ 2 92	c.	1 13	c.	\$ 4 05	\$ 31 78
2 Algoma, West	1	22	25 00	.....	.....	6 83	31 83	2 40	.....	19 65	.....	22 05	9 78
3 Brant	1	147	25 00	25 00	.....	164 50	214 50	75	.....	3 00	34 50	38 25	176 25
4 Bruce, East	1	122	25 00	25 00	.....	24 94	74 94	10 41	.....	16 33	24 55	51 29	23 45
5 Bruce, West	1	35	25 00	25 00	8 75	182 57	241 32	15 70	.....	37 25	76 85	119 80	111 52
6 Carleton	1	130	25 00	.....	.....	59 58	84 58	10 05	.....	.....	36 17	46 22	38 36
7 Dufferin	1	121	25 00	25 00	10 00	.....	60 00	18 40	24 20	.....	15 00	57 60	2 46
8 Dundas	1	113	25 00	25 00	23 00	117 81	190 81	35 52	.....	.....	80 85	116 37	74 44
9 Durham	1	120	25 00	25 00	.....	128 09	178 09	10 87	.....	.....	67 00	77 87	100 22
10 Elgin	1	175	25 00	25 00	.....	147 40	197 40	14 75	.....	.....	44 00	58 75	138 65
11 Essex, North	1	65	25 00	50 00	.....	67 53	142 53	11 00	.....	.....	41 50	52 50	90 03
12 Essex, South	1	115	25 00	50 00	.....	161 58	236 58	41 00	.....	.....	61 60	102 60	123 98
13 Frontenac	1	150	25 00	25 00	.....	54 83	104 83	3 29	.....	.....	27 00	30 29	74 54
14 Glengarry	1	90	25 00	25 00	.....	31 30	81 30	21 58	.....	.....	20 85	42 43	38 87
15 Grenville (Leeds No. 3)	1	100	25 00	25 00	.....	50 20	100 20	2 90	.....	.....	31 67	34 57	65 63
16 Grey, East	1	33	25 00	25 00	8 25	105 74	163 99	3 76	6 15	.....	123 15	133 06	30 93
17 Grey, West	1	116	25 00	25 00	9 00	57 77	116 77	9 67	8 30	.....	59 35	77 32	39 45
18 Grey, South	1	56	25 00	25 00	14 00	206 47	270 47	.....	52 35	.....	57 75	110 10	160 37
19 Haldimand	1	118	25 00	25 00	.....	207 44	257 44	19 15	.....	.....	36 45	55 60	201 84
20 Haliburton	1	54	25 00	.....	.....	53 43	78 43	1 69	29 07	.....	22 67	53 43	25 00
21 Halton	1	90	25 00	25 00	.....	112 76	162 76	1 00	23 23	.....	28 75	52 98	109 78
22 Hastings, North	1	112	25 00	25 00	12 00	152 61	214 61	45 65	23 35	.....	5 50	74 50	140 11
23* Hastings, South	1	130	25 00	25 00	.....	291 68	341 68	4 50	.....	.....	41 00	45 50	296 18
24 Huron, West (S.)	1	45	25 00	25 00	16 50	79 96	146 46	6 60	23 41	.....	55 30	85 31	61 15
25 Huron, East (N.)	1	125	25 00	25 00	.....	63 63	113 63	7 35	26 84	.....	55 20	89 39	24 24
26 Kent, East	1	56	25 00	25 00	28 00	87 88	165 88	13 05	.....	.....	99 15	112 20	53 68
27 Kent, West (C. D.)	1	131	25 00	25 00	19 25	61 32	130 57	21 67	9 06	.....	42 00	72 73	57 84
28 Lambton, East	1	115	25 00	25 00	20 00	66 92	136 92	32 75	.....	.....	56 28	89 03	47 89
29 Lambton, West	1	125	25 00	25 00	.....	75 89	125 89	31 65	.....	.....	22 35	54 00	71 89
30 Lanark	1	.....	25 00	25 00	4 50	135 93	190 43	10 00	12 65	.....	.....	22 65	167 78
31 Leeds, West (1)	1	103	25 00	25 00	.....	92 34	142 34	11 29	43 48	.....	19 42	74 19	68 15
32 Leeds, East (2)	1	122	25 00	25 00	19 75	192 67	262 42	11 84	73 30	.....	54 80	139 94	122 48
33 Lennox and Addington	1	127	25 00	25 00	.....	38 77	88 77	8 85	.....	.....	20 00	28 85	59 92
34 Lincoln	1	116	25 00	25 00	.....	196 18	246 18	3 91	.....	.....	41 15	45 06	201 12
35 Manitoulin	1	21	25 00	.....	.....	15 00	40 00	.....	.....	.....	5 00	5 00	35 00

36 Middlesex, East	1	103	25 00	55 00	22 75	46 47	149 22	108 77	33 05	141 82	7 40
37 Middlesex, West	1	109	25 00	100 00	51 00	86 62	262 62	51 82	130 60	182 42	80 20
38 Muskoka	1	65	25 00	.....	.....	95 55	120 55	3 70	2 75	6 45	114 10
39 Nipissing	1	27	25 00	.....	15 25	12 21	52 46	2 75	12 50	32 93	19 53
40 Norfolk	1	142	25 00	.....	.....	98 92	173 92	50 07	32 50	116 72	57 20
41 Northumberland	1	150	25 00	50 00	.....	204 91	254 91	11 85	22 50	76 30	178 61
42 Ontario, North	1	86	25 00	25 00	.....	25 00	113 50	9 89	.....	66 44	47 06
43 Ontario, South	1	85	25 00	25 00	.....	24 85	74 85	5 82	.....	22 82	52 03
44 Oxford	1	189	25 00	25 00	.....	65 04	115 04	5 49	.....	47 99	67 05
45 Parry Sound, East	1	24	25 00	.....	6 75	14 85	46 60	4 13	.....	17 53	29 07
46 Parry Sound, West	1	40	25 00	.....	5 20	9 40	39 60	4 10	14 25	18 35	21 25
47 Peel	1	103	25 00	25 00	.....	44 76	94 76	7 00	25 00	59 00	35 76
48 Perth	1	144	25 00	25 00	.....	41 95	91 95	2 85	.....	49 65	42 30
49 Peterborough	1	111	25 00	25 00	.....	62 48	112 48	13 87	11 48	93 83	18 65
50 Prescott and Russell	1	118	25 00	.....	.....	22 61	47 61	95	.....	14 35	33 26
51 Prince Edward	1	90	25 00	25 00	.....	98 84	148 84	3 40	10 34	53 84	95 00
52 Renfrew	1	75	25 00	25 00	.....	44 33	94 33	9 93	.....	55 93	38 40
53 Rainy River	1	29	25 00	.....	5 50	.....	30 50	3 75	.....	3 75	26 75
54 Simcoe, East, and Muskoka, West	1	60	25 00	25 00	.....	93 56	143 56	1 06	6 62	62 63	80 93
55 Simcoe, North	1	123	25 00	50 00	.....	69 55	144 55	11 37	.....	44 42	100 13
56 Simcoe, Southwest	1	45	25 00	25 00	11 25	230 46	291 71	15 03	.....	67 13	224 58
57 Stormont	1	52	25 00	25 00	.....	43 46	93 46	5 94	1 25	57 59	35 87
58 Victoria, East	1	82	25 00	37 50	.....	65 29	127 79	28 75	1 00	39 75	88 04
59 Victoria, West	1	79	25 00	25 00	.....	40 81	90 81	6 00	18 50	39 55	51 26
60 Waterloo	1	69	25 00	25 00	34 50	59 08	143 58	18 48	.....	114 28	29 30
61 Welland	1	141	25 00	25 00	.....	108 17	158 17	9 70	.....	119 70	38 47
62 Wellington, North	1	112	25 00	25 00	8 50	53 29	111 79	16 05	31 82	57 87	53 92
63 Wellington, South	1	95	25 00	25 00	.....	84 31	134 31	9 44	.....	73 84	60 97
64 Wentworth	1	106	25 00	25 00	.....	82 03	132 03	8 25	17 35	70 85	61 18
65 York, North	1	58	25 00	.....	14 50	75 53	115 03	7 91	60 55	78 46	36 57
66 York, South	1	70	25 00	25 00	17 50	164 43	231 93	19 55	38 53	132 08	99 85
67 Ontario Educational Association	1	627	600 00	.....	313 75	678 50	1,592 25	859 62	.....	1,196 72	395 53
Cities.											
68 Guelph	1	34	25 00	25 00	.....	60 06	110 06	30	96 39	99 69	10 37
69 Hamilton	1	173	25 00	25 00	43 00	118 16	211 16	16 85	.....	97 95	113 21
70 Kingston	1	60	25 00	25 00	18 50	102 06	170 56	3 05	31 60	134 35	46 21
71 London	1	161	25 00	25 00	16 00	44 53	110 53	7 30	.....	54 05	56 48
72 Ottawa	1	163	25 00	25 00	.....	46 93	96 93	4 50	40 20	75 05	21 88
73 St. Catharines	1	25	25 00	.....	.....	38 57	63 57	.....	51 88	51 88	11 69
74 St. Thomas	1	41	25 00	25 00	.....	52 68	102 68	8 50	29 30	77 53	25 15
75 Toronto	1	606	25 00	25 00	151 50	397 69	599 19	31 12	167 76	349 38	249 81
76 Windsor and Town of Walkerville	1	59	25 00	25 00	.....	11 85	61 85	2 50	.....	55 25	6 60
Totals, 1900	76	8,081	2,475 00	1,767 50	966 95	7,222 17	12,431 62	1,837 33	1,177 12	6,485 10	5,946 52
" 1899	76	8,309	2,425 00	1,922 35	952 60	7,283 72	12,583 67	1,847 53	1,322 41	6,555 75	6,027 92
Increases..	.....	.. 228	50 00	.....	14 35	.....	.....	.....	.....	.....	.....
Decreases	.....	.....	.....	154 85	.....	61 55	152 05	10 20	145 29	70 65	81 40

* Statistics of preceding year. + Statement for 1900-1901.

APPENDIX C—CONTINUATION CLASSES, 1900-1901.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate	No of Teachers.	Name of School.	Class of School.			
						A	B	C	D
W. J. Kelly, M.D., LL.B.	Brant	Arthur E. Green ...	I	4	8 S. Dumfries.....		1		
		John Hicks	II	2	8 Burford		1		
		Alberta A. Langs....	II	1	11 "			1	
		Jean Gissing	II	1	6 "			1	
		K. McK. Smith	II	2	18 "			1	
		Mary Turnbull	II	1	1 Oakland.....			1	
		John J. McGill	II	1	7 S. Dumfries.....			1	
		E. Featherstone	II	1	13 Brantford			1	
W. S. Glendening..	Bruce, E.	Thos. M. Cayley	III	1	4 "			1	
		R.D. McMurchy, B.A.	I	8	* Chesley, V	1			
		J. F. Loney	I	2	U. 3 Amable and Arran			1	
A. Campbell	Bruce, W	J. W. Ward	II	3	14 Carrick			1	
		Jos. E. Hodgson, B.A.	I	6	* Paisley, V	1			
		D. D. Yule	I	4	Lucknow, V.....		1		
		J. E. Coombes.....	II	4	Teeswater, V.....		1		
		E. S. Coultres.....	I	3	10 Huron		1		
		Jos. Stalker	II	1	10 Kinloss			1	
B. H. Cowley, B.A.	Carleton	D. T. Mackenzie	II	1	12 Culross				1
		T. H. McGuirl, B.A.	I	3	11 Osgoode.....	1			
		J. L. Bryant	I	3	Richmond, V.....			1	
		H. W. Brownlee.....	III	2	3 N. Gower			1	
		Hattie Seabrook....	II	1	14 Goulbourn.....				1
		Miss C. J. McEwen ..	I	1	2 "				1
		Wm. C. Macartney ..	II	1	13 Gloucester.....				1
		Jas. E. Burchell.....	II	1	3 Marlborough				1
N. Gordon	Dufferin	D. Campbell	II	5	Grand Valley, V...	1			
		J. C. Clark, B.A.....		6	Shelburne, V.....	1			
		John T. Kidd	II	1	11 Mulmur.....			1	
		Thos. Bell.....	III	1	7 Amaranth.....			1	
		John K. Blair	III	1	4 E. Luther.....			1	
		Maggie Wilkinson...	III	1	10 Mulmur.....			1	
		R. A. Winter.....	II	2	2 Melancthon			1	
		Minnie Babe	III	1	19 Mono			1	
		Wm. Heath	II	2	17 "				1
		Hiram B. Fetterley..	I	6	Winchester, V.	1			
A. Brown	Dundas	S. W. Hill	I	5	Chesterville, V....	1			
		Phoebe Colborne	II	2	6 Mountain			1	
		John A. Shaver	II	2	18 & 1 Williamsburg ..				1
		Horatio Loucks.....	I	3	12 Winchester.....				1
		D. Hampton	II	4	Millbrook, V	1			
W. E. Tilley, M.A., Ph.D.	Durham.....	D. Somerville	II	2	15 Manvers			1	
		J. C. Groat	II	2	11 Darlington				1
		Edw. Mitchell.....	II	1	5 Manvers				1
		F. Tanton	I	4	5 Aldborough	1			
W. Atkin	Elgin	Jos. L. Garvin.....	I	4	6 "	1			
		George Stewart.....	II	3	Springfield, V.....		1		
		Wm. Keast	I	3	20 Yarmouth.....		1		
		J. W. Brown	II	2	3 Southwold.....		1		
		John McFadyen....	II	2	12 "			1	
		Arthur Curtis	II	2	13 Dunwich			1	
		Wm. Walker	II	2	2 Bayham.....			1	
		A. H. Nevills	II	2	18 "			1	
		J. C. McLennan.....	III	1	11 Southwold....			1	
		Edward Witty	II	2	Port Stanley, V			1	
		R. F. Whiting	II	2	7 Yarmouth.....			1	
		Effie McEachran	I	1	9 Aldborough				1
		Herbert Brunion	III	1	7 S. Dorchester				1
		Geo. T. Abbitt	III	1	17 Bayham				1
		Nellie Moynahan....	II	2	6 Sandwich, S.....			1	
		Miss Sealey, B.A....		5	* 4 W. Tilbury.....	1			
		May Botsford	I	5	Amherstburg, T....	1			
		Fred. J. Voaden.....	II	7	Kingsville, V.....		1		
		Jas. H. Black	II	1	2 S. Colchester				1
		Harry Ricker.....	III	1	5 "				

* In all schools marked with an asterisk, two of the teachers devote all their time to Continuation Class work.

APPENDIX C.—Continued.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of Teachers.	Name of School.	Class of School.			
						A	B	C	D
W. Spankie, M.D. . .	Frontenac	G. Emberly	II	2	Kennebec			1	
		T. P. Maxwell	III	1	Storrington				1
D. McDiarmid, M.D.	Glengarry	Miss M. Gummer	II	14	Loughboro'				1
		W. J. Hull	I	3	Maxville, V		1		
A. Grier	Grey, E	Wm. B. McEwan	II	3	12 Charlottenburgh			1	
		J. B. Gillesby	I	3	Thornbury, T			1	
		G. W. Mason	I	2	U. 4 Euphrasia			1	
		D. Forrester	I	2	13 Collingwood			1	
		Emma M. Miller	III	2	U. 5 Euphrasia				1
		Thos. A. Wright	II	1	5 Collingwood				1
N. W. Camdbell	Grey, S	T. Allan	I	7	* Durham, T	1			
		J. W. Brown, B.A.	I	7	Hanover, V	1			
		Jas. S. Rowe	II	4	Markdale, V		1		
		Geo. W. Slaughter	I	3	5 Artemesia		1		
		J. A. Speers	I	4	Dundalk, V		1		
		W. J. Blakeston	II	2	U 12 Artemesia & Glenelg			1	
		W. J. Huston	II	2	16 Normanby			1	
		Alex. Firth	II	1	1 Glenelg	1			1
C. Moses	Haldimand	Dawson F. Aiken	I	4	10 Walpole				
		Jno. B. Widdis	I	2	3 "			1	
		Eva Lymburner	I	2	2 Canboro'				1
		Alice Martin	II	1	2 Walpole				1
S. Phillips, B.A.	Haliburton, etc.	A. M. Burchill	I	5	Burks' Falls, V	1			
		H. I. Case	I	2	4 N. Himsworth			1	
		A. C. Bernath	I	7	Huntsville, T			1	
		R. B. Stephenson	II	3	8 S. Himsworth				1
J. S. Deacon	Halton	Geo. Hall	III	2	Sundridge, V				1
		W. F. Inman	I	7	* Milton, T	1			
		A. Baynton	II	4	Burlington, V		1		
		T. T. Moore	II	5	Acton, V			1	
W. Mackintosh	Hastings, N.	W. J. McClenahan	II	1	3 Nelson				1
		E. T. Williams	II	3	Marmora, V				1
J. Johnston	Hastings, S	M. W. Mott	II	2	12 & 14 Thurlow		1		
		John M. Bell	II	1	3 Hungerford			1	
		George Meiklejohn	II	4	Tweed, V			1	
		Robinson Morton	II	2	1 Hungerford				1
		Mary O'Reilly	III	1	6 "				1
		Chas. M. Clare	III	2	13 "				1
		Geo. A. Barker	I	1	4 Sidney				1
		Stuart Tulloch	III	1	11 Tyendinaga				1
		Thos. Meagher	III	1	7 "				1
		E. O. Platt	I	1	18 Thurlow				1
D. Robb	Huron, E.	A. H. Musgrove	II	8	Wingham, T	1			
		J. H. Cameron	I	4	Brussels, V		1		
		John Hartley	II	2	Wroxeter, V			1	
		Geo. H. Ashman	II	2	7 Howick			1	
		John Cook	II	2	U. 5 Hullett			1	
		Andrew Scott	II	1	3 Tuckersmith			1	
		E. D. McIntosh	III	1	3 Grey			1	
		Geo. Dobson	II	2	11 "				1
		Thos. G. Shillinglaw	I	1	9 Tuckersmith				1
		Nellie Beckett	III	1	2 Grey				1
		Wm. C. Blackwood	III	1	5 Howick				1
		Alice Duff	III	1	16 "				1
		A. McAllister	III	2	8 Hullett				1
		Geo. W. Shore	II	1	9 "				1
		Lilla Isbister	II	1	1 Morris				1
		Lizzie McLaughlin	II	1	4 "				1
		A. McEwen	II	2	U. 4 Turnberry				1
		D. Fraser	II	1	9 "				1
J. Elgin Tom	Huron, W.	S. J. A. Boyd	I	8	* Exeter, V	1			
		Wm. Baird	III	2	10 Stanley		1		
		Jas H. Tigert	I	2	8 Ashfield			1	
		Wm. McKay	II	3	Hensall, V			1	

* In all schools marked with an asterisk, two of the teachers devote all their time to Continuation Class work.

APPENDIX C — *Continued*

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of Teachers.	Name of School.	Class of School.			
						A	B	C	D
J. Elgin Tom	Huron, W.	Geo. Bloomfield	II	3	5 Stephen			1	
		Wm. B. Bagshaw	II	2	"			1	
		Allan Bowles	II	1	13 Ashfield			1	
		Geo. Baird, Sr.	I	1	1 Stanley			1	
		Geo. W. Holman	II	2	Bayfield V				1
		W. L. Hackett	III	1	10 Ashfield				1
		David W. Evans	II	1	12 "				1
		Mary MacLennan	II	1	15 "				1
		Lizzie Trudgeon	II	1	1 Goderich				1
		Chas. A. Tebbutt	II	1	4 W. Wawanosh				1
		Ella M. Patterson	II	1	3 Colborne				1
		Sara J. Bell	I	1	7 W. Wawanosh				1
		Wm. A. Matheson	III	1	3 Ashfield				1
Rev. W. H. G. Colles	Kent E.	J. A. Fannister, B.A.	I	8	Blenheim, T.	1			
		Henry Kelly, B.A.	II	4	Bothwell, T.	1			
		J. D. Campbell	I	4	6 Orford	1			
		J. G. Cameron	II	4	Thamesville, V.	1			
		J. E. Coddwell	II	2	3 & 4 Orford			1	
		Mary McCully	III	2	4 Harwich			1	
		Jas. C. Black	II	1	6 "			1	
		J. R. Newkirk	II	1	9 "			1	
		Warth Millar	III	1	2 "				1
		Ollie A. Drewery	III	2	2½ "				1
		Geo. Riseborough	I	1	3 "				1
		Florence Nichol	III	1	5½ "				1
		Alex. Clark	III	1	8 "				1
		W. J. Robinson	II	2	2 Howard				1
		Blanche Campbell	III	1	7 "				1
		Eliz. Gesner	II	1	12 "				1
		Mary E. Colles	II	1	13 "				1
		W. Doherty	III	1	14 "				1
		Louise Jarvis	II	1	5 Zone				1
		D. Buchanan	III	1	2 Orford				1
		Flora Gesner	II	1	5 "				1
		G. Cochrane	III	1	3 Camden				1
		Margt. Scurrah	II	1	8 "				1
R. Park	Kent, W.	E. E. Dadson	I	10	*Wallaceburg, T.	1			
		G. A. Millar	I	8	Dresden, T.	1			
		W. A. Hutton	II	3	Tilbury, V.			1	
		Gordon Stewart	III	1	11 Dover			1	
		Lydia Broadbent	III	1	7 Raleigh			1	
		S. C. Irwin	II	2	5 Tilbury, E.			1	
		T. N. Leigh	II	1	13 Dover			1	
		W. C. Dainty	II	3	U. 4 Romney			1	
		Angus McLean	III	1	3 S. Tilbury, E.			1	
		Margaret McCornock	II	1	U. 3 Raleigh			1	
		Fred W. Tobey	III	1	3 Chatham				1
		Mary E. Wilson	III	1	7 "				1
		Lizzie McGoig	III	1	8 "				1
		Wm. S. Bell	II	1	8 Dover				1
		H. M. Fleming	III	1	5 Raleigh				1
		Edith Reyecraft	III	1	8 "				1
		Flora B. Campbell	II	1	10 "				1
		Lizzie Wilson	II	1	2 Tilbury, E.				1
		Mia Faugharson	II	1	3 N. Tilbury, E.				1
		Lizzie Stewart	II	1	3 M. "				1
		Cassie M. Hill	III	1	4 Tilbury, E.				1
C. A. Barnes, M.A.	Lambton, E.	A. I. Walker	I	4	Alviston, V.	1			
		Neil McLean	II	4	Wyoming, V.			1	
		Robt. Campbell	II	2	5 Euphemia			1	
		J. W. Walker	II	1	15 Warwick			1	
		Chas. E. Johnson	II	1	3 Plympton				1
		Emma Grant	III	1	7 Brooke				1
		S. D. Pepper	II	1	5 Bosanquet				1
		Jarvis Henry	II	1	3 Dawn				1
		Miss M. Campbell	II	1	5 Plympton				1
		Janet McKinlay	II	1	6 "				1
		N. J. Kearney	II	2	Thedford V.				1
		C. H. Barnes	I	2	Arkona, V.				1

APPENDIX C.—Continued.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of Teacher.	Name of School.	Class of School.			
						A	B	C	D
D. D. Moshier, B.A. B. Paed	Lambton, W ...	David Hicks, B.A. ...	I	6	Oil Springs, V.....	1			
		Thos. Jarrott	II	2 18	Moore			1	
		Jas. J. Wilson	II	2 17	Enniskillen			1	
F. L. Mitchell, M.A.	Lanark	Robt. Beatty	II	5	Lanark, V	1			
		Mima Ellis	II	3 4	Pakenham		1		
		Mrs. E. J. Foley	II	2 12	Bathurst				1
Wm. Johnston, M.A.	Leeds No. 1 ...	Miss McMurrick	III	1 8	Montague				1
		Jas. Montgomery	II	3 4	N. Crosby			1	
		W. D. Hannah	I	3	Newboro', V.....			1	
T. A. Craig	Leeds & Grenv'le	R. Hanna	II	2 5	S. Crosby				1
		M. Alford	II	1 4	Bastard				1
		E. J. Withey, B.A. ...		5	Merrickville, V....	1			
F. Burrows	Lennox & Add- ington.....	Samuel Mars	II	2 15	Edwardsburg ...			1	
		T. E. Blanchard	II	2 17	Augusta			1	
		Geo. Conley	II	6	Cardinal, V			1	
W. W. Ireland, B.A. P.J. Thompson, B.A.	Lincoln	W. J. McLachlan....	II	2 1	Oxford			1	
		J. H. Davidson, B.A.	I	3	Bath, V	1			
		M. E. Gibson	III	1 4	Amherst Island....				1
	Middlesex, E...	H. M. Mallory	III	1 5	Ernesttown				1
		Robt. Hanham	III	1 11	Gainsboro				1
		Geo. Ramsay	III	1 1	London			1	
		Blanche Mills	I	2 4	N. Dorchester			1	
		Geo. Dale	II	2 6	McGillivray				1
		Flora McColl	II	1 10	Westminister				1
		Bessie Hobbs	II	1 3	London				1
		Elsie Waugh	II	1 14	Westminister				1
		John C. Robson	II	2 5	"				1
		Annie Hardie	I	2 7	Biddulph				1
		Neil J. McKee	III	1 12	N. Dorchester				1
		Mary Sharp	II	1 7	London				1
		Alfred E. Marks	III	1 13	"				1
		W. MacKerracher	II	2 17	"				1
		Frances Quance	III	1 19	"				1
H. D. Johnson	Middlesex, W ..	Ernest Fuller	III	1 8	McGillivray				1
		Ben Parker	II	1	U. 1 & 2 Adelaide ..			1	
		Chas. George	II	1 7	Lobo				1
		David A. Ross	II	1 6	Adelaide				1
		John Cowie	II	1 10	"				1
		Chas. A. Campbell	III	1	U. 9 Lobo				1
		Peter McKechan	II	1 4	Metcalfe				1
		D. G. Galbraith	III	1	U 8 Ekfrld				1
		D. F. McLachlan	II	1	U. 17 Mosa.				1
J.J. Wadsworth, M.A	Norfolk	J. A. Irwin	I	4	Delhi, V	1			
		H. J. Alexander	III	2 6	Charlottetown			1	
		E. Hagerman	III	2 18	Charlottetown			1	
		M. A. Jonson	I	1 23	Townsend				1
		H. M. Hindson	II	1 14	Windham				1
		R. A. Catherwood	II	2 10	"				1
A. Odell	Northumberland	Mabel Scott	III	1 12	Townsend				1
		Wm J Wright, M.A	I	4 2	Percy or Warkworth	1			
		Edith Robertson	II	1 5	Percy				1
		Harrison Carr	II	1	Percy & 22 Cramahe				1
		E. A. Wessels	II	2 21	Murray				1
Jas. McBrien	Ontario, N	R. J. Johnston	II	4	Cannington, V....	1			
		J. Givens	II	3	Beaverton, V			1	
		Wm. Fallowdowne	I	3 13	Brock			1	
		Marie Cadotte	I	1 7	Mara			1	
		Mary MacLean	II	1 3	Uxbridge			1	
		Ada Holtby	II	2 7	Uxbridge			1	
		T. P. Hart	II	1 4	Mara			1	
		Patrick Malone	II	1 6	Mara			1	
		Laura Weir	II	1 1	Thorah			1	
		Wm. A. Cameron	II	1 2	Thorah			1	
		Ernest Middleton	II	1 10	Brock			1	
		Mary Bradley	III	1 2	Ram			1	
		Amanda Shier	II	1 3	Scott				1

APPENDIX C—Continued

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate	No. of Teachers.	Name of School.	Class of School.			
						A	B	C	D
Jas. McBrien	Ontario, N	E. Blanchard	III	1	8 Scott				1
		Jas. Quigley	II	1	2 "				1
		E. Fox	I	1	2 Brock				1
		Jesse McCuaig	II	1	1 Mara				1
		J. M. Kelly	II	1	3 "				1
		J. Winters	II	1	10 "				1
J. Waugh, B.A., D. Paed.	Ontario, S	A. J. McCulloch	III	1	7 Whitby			1	
		E. Bradley	II	2	6 E. Whitby				
		W. F. Flummerfelt	II	2	15 Pickering				
		Wm. Eadie	II	1	9 "				
		Florella G. Pearce	II	1	U. 2 "				
		W. W. Noble	II	2	8 "				
W. Carlyle	Oxford	G. E. Pentland	I	5	Norwich, V	1			
		Jas. W. Fraser, B.A.	II	3	Embro, V		1		
		Chas. Garthwaite	II	3	6 S Norwich		1		
		G. E. Trueman	III	3	24 Blenheim		1		
		S. C. Woodworth	I	3	U. 21 "		1		
		C. Cameron	I	4	U. 13 E. Zorra		1		
		P. H. Hendershot	II	2	U. 3 N Norwich			1	
		M. B. Hugill	II	2	5 Dereham			1	
		Jas. Little	I	3	11 Blenheim				
		K. A. McKenzie	I	4	Bolton, V	1			
A. Embury	Peel	Minnie Bateman	II	2	U. 21 Toronto and 2 To- ronto Gore			1	
		Adam C. Wilson	II	2	15 Caledon			1	
		L. D. Sanderson	I	2	2 Toronto			1	
		Nellie Higginson	II	2	8 Caledon			1	
		James Smith	II	3	Milverton, V		1		
		S. C. Stoodley	II	1	8 Downie				
Wm. Irwin, B.A. ..	Perth	Jas. Stewart	II	2	U. 2 Ellice and Downie				
		Joan Hamilton	II	1	2 N. Easthope				
		R. H. Cowie	II	2	U. 4 Fullerton				
		W. A. Evans	I	5	Lakefield, V		1		
		Thos. J. Wallace	II	2	4 Otonabee			1	
		Harold C. Kindred	II	4	Havelock, V			1	
W. J. Summerby ..	Prescott and Russell ..	S. A. Hitsman	I	3	2 Russell			1	
		C. M. Rowe	II	2	Rockland, V			1	
		John A. Rundle	I	2	11 Ameliasburg		1		
		W. R. McKibbin	II	2	17 Hillier		1		
		J. F. Harvey	III	2	Wellington, V		1		
		W. J. Osborne	I	2	7 Hallowell		1		
G. D. Platt, B.A. ...	Prince Edward ..	Mrs. V. Palen	II	1	6 N. Marysburgh				
		M. B. Peterson	III	1	4 Sophiasburgh				
		Miss M. B. Rorke	II	1	6 Athol				
		G. A. Lucas, B.A.	I	3	Eganville, V		1		
		Geo. E. Fletcher	III	2	6 Ross			1	
		John Johnston, B.A.	III	2	5 Bagot			1	
		Geo. R. Wood	II	2	7 Westmeath			1	
		Wm. Sullivan	III	1	3 Admaston				
		Carrie Jack	III	1	7 "				
		Jos. Sheahan	III	1	4 Ross				
		Joseph Belisle	III	1	3 Bagot				
		John E. McConnell	II	1	2 Brudenell				
		Sarah Tewkesbury	II	3	7 Medonte			1	
		R. G. Nesbitt	II	4	12 Tay				
I. Day, B.A.	E. Simcoe and W. Muskoka.	Chas. Bowes	III	1	1 Humphrey				
		Edna E. O'Brien	III	1	9 Stephenson				
		A. McKee	I	11	Midland, T	1			
		J. Slaughter	II	4	5 Flos		1		
		I. J. McInerney	II	6	Penetanguishene, T.				1
		N. S. Kenny	II	4	Prot. Sep. School, Penetanguishene				1
J. C. Morgan, M.A.	Simcoe, N	M. Johnstone	II	1	3 Sunnidale				1
		T. W. Walker	II	1	4 "				
		Wm. Sparks	I	6	*Alliston, T	1			
Rev. Thos. McKee...	Simcoe, S. W.								

* In all schools marked with an asterisk, two of the teachers devote all their time to Continuation Class work.

APPENDIX C.—Continued.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate	No. of Teachers	Name of School.	Class of School.			
						A	B	C	D
Rev. Thos. McKee..	Simcoe, S. W.	Jas. A. McPherson ..	II	4	Beeton, V.....	1			
		Jas. H. Brown ..	I	4	5 Essa ..	1			
		Thos. Gowan ..	II	4	Creemore, V.....	1			
		A. N. Scarrow ..	I	6	*Stayner, T ..	1			
		T. E. Langford, M.A.	I	4	*Tottenham, V.....	1			
		Geo. L. Thompson...	I	2	10 E-sa ..		1		
		Geo. Sutherland ..	II	2	14 Nottawasaga ..		1		
		Jas. Ed. Holt.....	II	2	10 W. Gwillimbury ..		1		
		Albert Williams ..	I	2	3 Nottawasaga ..			1	
		Chas. Deering ..	II	2	10 Inni-fil ..			1	
		John A. Corbett ..	II	1	9 " ..			1	
		Thos. Irwin ..	II	1	4 Tossorontio ..			1	
		H. B. McCracken ..	I	1	6 Essa ..			1	
		Elmer Thompson ..	II	2	7 " ..			1	
		A. Creery ..	II	1	6 Adjala ..				1
		Genevieve McGeoy ..	II	1	4 " ..				1
		Erhel Hamell.....	III	1	3 " ..				1
		Willard Fife ..	III	1	1 Essa ..				1
		Wm. Kirkpatrick...	III	1	7 Innisfil ..				1
		James Spence ..	III	2	5 Nottawasaga ..				1
		Alfred Green.....	III	1	19 Tecumseth ..				1
		Jessie Porter ..	I	1	6 Tossorontio ..				1
		Jno. M. McGuire ..	III	1	8 " ..				1
		Wm. A. Atkinson ..	III	1	22 Nottawasaga ..				1
A. McNaughton....	Stormont.....	Eardly S. Coons ..	I	3	14 Roxborough ..	1			
		Jas. Froats ..	I	3	3 Finch ..	1			
		R. A. Baker.....	III	3	4 Osnabruck ..			1	
		Edward J. Cleary ..	III	2	5 Cornwall ..			1	
		Geo. A. Moore ..	II	1	5 Osnabruck ..			1	
		Willis Sheets ..	II	2	3 " ..			1	
		Geo. S. Mattice ..	II	1	9 " ..				1
		Albert E. Bryson...	II	4	Bobcaygeon, V ..		1		
		W. C. Sheer, B.A....	I	8	Bracebridge, T ..	1			
		B. H. Mayher ..	II	6	Fenelon Falls, V.....		1		
J. H. Knight.....	Victoria, E.....	Murray Wilson ..	II	2	Woodville, V.....			1	
		Chas. Lapp ..	II	2	8 Mariposa ..			1	
		Ed. Mosgrove ..	II	2	8 Eldon ..			1	
		Thomas Mark ..	II	2	4 Fenelon ..				1
		I. G. Baker ..	II	6	Elmira, V ..		1		
		David Harper ..	II	2	1 Wilmot ..			1	
H. Reazin	Victoria, W., etc.	R. N. Shortill ..	II	4	Ayr, V.....				1
		J. D. Ramsay ..	II	8	Hespeler, T.....				1
		D. W. McKay ..	I	4	Port Colborne, V ..		1		
		C. E. Hansel ..	II	4	Bridgeburg, V ..		1		
		Alex. Ross.....	II	3	Fort Erie, V.....		1		
		Wm. H. Metcalf ..	II	3	11 Bertie ..		1		
J. H. Ball, M.A....	Welland	Wm. B. Buckner...	III	2	5 Humberstone ..			1	
		Miss M. Edmondston.	II	1	3 Pelham ..				1
		Jas. H. Wright ..	III	1	3 Thorold ..				1
		Miss C. M. Augustine.	II	1	U 6 Pelham ..				1
		G. A. Campbell ..	II	4	Drayton, V.....	1			
		D. Forsyth ..	II	8	Palmerston, T ..	1			
		John A. Gray ..	II	3	Clifford, V ..		1		
		Mary Duncan ..	II	2	12 Maryboro' ..		1		
		Clarence Long ..	II	2	2 Peel ..			1	
		Jas. Corrigill ..	I	2	7 " ..				1
D. Clapp, B.A.....	Wellington, N..	Helen Turnbull ..	II	1	17 Maryboro' ..				1
		H. N. Awrey ..	II	4	Erin, V ..	1			
		John Strachan ..	II	3	9 Eramosa ..		1		
		W. H. Rowan ..	II	2	6 Erin ..			1	
		W. F. McKenzie....	II	1	3 Guelph ..			1	
		N. L. Smith ..	II	1	2 " ..			1	
		W. L. Elvidge ..	II	1	6 W Garafraxa ..			1	
		W. O. McKinnon...	III	1	8 Eramosa ..				1
		A. F. McKenzie ..	II	1	4½ Guelph ..				1

* In all schools marked with an asterisk, two of the teachers devote all their time to Continuation Class work.

APPENDIX O — *Continued.*

Name of Inspector.	Jurisdiction	Name of Principal.	Professional Certificate.	No. of Teachers.	Name of School.	Class of School.			
						A	B	C	D
J. H. Smith.....	Wentworth.....	Chas. H. Stuart.....	II	3	5 Ancaster		1		
		J. S. Jamieson	III	2	7 Beverly		1		
		R. J. Vance	II	2	3 Binbrook			1	
		C. E. Kelly	I	3	3 Saltfleet			1	
		Lillie Reid	III	1	6 E. Flamboro'				1
		Jas. J. Carroll	II	2	2 Glanford				1
		H. R. Henderson	III	2	9 W. Flamboro'				1
		James E. Stewart	II	2	7 "				1
		Frank McCallum	I	2	6 Ancaster				1
A. B. Davidson, B.A.	York, N.	T. A. Colquhoun ..	I	3	14 King	1			
		Wm. Park	III	3	Sutton, V				1
		J. H. Precious	II	2	2 King	1			
		Mary E. Cook	II	1	8 Whitechurch				1
		Jas. Bruns	II	1	4 N. Gwillimbury				1
		Sarah Earle	III	1	6 "				1
		W. L. Kidd	I	4	Woodbridge, V	1			
D. Fotheringham...	York, S.	J. W. Johnston, B.A.	I	6	East Toronto, V			1	
		J. W. English	I	3	1 Etobicoke			1	
		T. H. Roberts, B.A.	I	19	* Rat Portage, T.	1			
D. McCaig	Algoma, etc	L. A. Green, B.A..	I	15	* Sault Ste. Marie, T.	1			
		D. M. Christie	I	4	1 Plummer Additional.		1		
		J. W. Milne	I	4	Thessalon, T.				1
		John B. Stewart	II	2	1 Chapleau				1
		H. E. Manning	II	2	Fort Frances				1
		R. C. Robison ..	I	4	Keewatin			1	
		Wm. Houston, M.A.	Manitoulin Is- land, etc.	R. O. White.....	I	4	Gore Bay, T.	1	
R. D. Fleming.....	II	3		Little Current, T....			1		
Rev. G. Grant, B.A.	W. Parry Sound & N. Nipissing.	A. M. Currie . . .	I	11	* Parry Sound, T.	1			
		J. B. McDougall, B.A	I	8	* North Bay, T. . .	1			
		J. W. Donnell	II	2	Mattawa, T				1
		Jno. Urquhart, B.A.	I	3	Sturgeon Falls, T.				1
		Arthur D. Scott	III	1	U 1 Spence				1
		Beecher Cryderman..	III	2	U 1 Chapman				1
J. F. White	R.C.S.S.'s Cen- tral Ontario ..	R. L. Gaughan	II	2	3 Mara			1	
Michael O'Brien....	R. C. S. S's, E. Ontario.	Sr. Ernestina		4	Egansville, V	1			
		Sr. St. Andrew		3	4 N. Crosby		1		
		Wm. Gallagher	II	4	Mattawa, T			1	
W. Prendergast, B.A	R. C. S. S's, W. Ontario.	Sr. M. Ethelbert....		5	Amherstburg, T	1			
		Sr. M. Baptist .. .	II	3	1 E. Sandwich.....				1
		Lizzie H. Warde	II	1	5 Raleigh				1
Totals						55	51	137	188

* In all schools marked with an asterisk, two of the teachers devote all their time to Continuation Class work.

APPENDIX D.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Collegiate Institutes.	Entrance examination, June, 1901.		High Schools.	Entrance Examination, June, 1901.	
	Examined.	Passed.		Examined.	Passed.
Aylmer	98	67	Forest	29	24
Barrie	121	84	For. William	29	21
Brantford	165	136	Gananoque	67	38
Brockville	100	88	Georgetown	39	28
Chatham	141	123	Glencoe	73	55
Clinton	69	59	Gravelhurst	56	44
Cobourg	76	69	Grimsby	22	16
Collingwood	62	38	Hagersville	35	32
Galt	124	111	Harriston	43	34
Goderich	82	79	Hawkesbury	32	17
Guelph	144	120	Iroquois	68	40
Hamilton	529	400	Kemptville	59	34
Ingersoll	57	44	Kincardine	53	38
Kingston	243	203	Leamington	46	27
Lindsay	94	72	Listowel	102	75
London	377	332	Lucan	82	66
Morrisburg	97	52	Madoc	74	37
Napanee	115	77	Markham	103	78
Niagara Falls	54	48	Meaford	57	46
Orillia	92	67	Mitchell	73	60
Ottawa	344	279	Mount Forest	54	37
Owen Sound	109	92	Newburgh	95	63
Perth	96	78	Newcastle	13	11
Peterborough	172	87	Newmarket	79	48
Ridgetown	63	55	Niagara	32	19
St. Catharines	89	78	Niagara Falls South	46	40
St. Mary's	107	85	Norwood	49	45
St. Thomas	176	110	Oakville	42	34
Sarnia	138	96	Omamee	42	30
Seaforth	67	50	Orangeville	55	26
Stratford	223	163	Oshawa	77	60
Strathroy	130	69	Paris	60	49
Toronto (Harbord St.)	288	159	Parkhill	91	61
" (Jameson Ave.)	151	98	Pembroke	115	70
" (Jarvis St.)	217	121	Perolea	97	69
Whitby	61	48	Pictou	133	85
Windsor	139	97	Port Arthur	38	26
Woodstock	164	132	Port Dover	34	23
Total	5,574	4,166	Port Elgin	70	61
HIGH SCHOOLS.			Port Hope	73	52
Alexandria	58	42	Port Perry	54	37
Aimonte	50	41	Port Rowan	33	25
Arnprior	60	47	Prescott	60	29
Arthur	58	48	Renfrew	113	66
Athens	109	82	Richmond Hill	61	34
Aurora	46	32	Simcoe	98	63
Beamsville	34	30	Smith's Falls	68	58
Belleville	230	179	Smithville	37	27
Berlin	119	102	Stirling	50	27
Bowmanville	45	39	Streetsville	22	15
Bradford	43	32	Sydenham	74	52
Brampton	43	33	Thorold	67	57
Brighton	42	32	Tilsoburg	69	38
Caledonia	43	25	Toronto Junction	91	56
Campbellford	77	48	Trenton	34	27
Carleton Place	85	61	Uxbridge	69	36
Cayuga	43	29	Vankleekhill	80	52
Colborne	25	22	Vienna	50	28
Cornwall	133	90	Walkerton	55	44
Deseronto	37	31	Wardsville	12	9
Dundas	59	43	Waterdown	35	32
Dunnville	64	53	Waterford	63	52
Dutton	64	54	Watford	48	33
Elora	42	30	Welland	46	42
Essex	39	33	Weston	48	39
Fergus	30	52	Warton	47	38
			Williamstown	50	27
			Total	5,699	4,072

APPENDIX D.—Continued.

Other Schools.	Entrance examination, June, 1901.		Other Schools.	Entrance examination, June, 1901.	
	Examined.	Passed.		Examined.	Passed.
Aberfoyle	29	23	Emo	2	2
Acton	24	13	Embro	38	22
Alliston	50	31	Erin	28	21
Alvinston	47	29	Exeter	44	31
Ameliasburg	32	11	Fenelon Falls	40	30
Anchershurg	48	36	Fingal	59	44
Ancaster	47	34	Flesherton	36	23
Angus	17	11	Florence	34	15
Apsley	1	1	Fordwich	20	7
Arkona	22	11	Fort Frances	7	4
Avonmore	41	24	*Gore Bay		
Ayr	26	21	Grand Valley	30	16
Bailieboro	24	17	Hall's Bridge	6	5
Bancroft	16	5	Hanover	20	17
Bath	48	21	Harrow	21	14
Bayfield	13	9	Hastings	19	15
Belle River	31	22	Havelock	13	8
Beaverton	27	15	Hensall	26	14
Bereton	12	10	Heathcote	13	6
Balmont	57	44	Hepworth	18	13
Bethany	21	14	Highgate	22	19
Bimbrook	35	28	Hillsdale	23	19
Blackstock	16	6	Horning Mills	14	7
Blenheim	56	53	Huntsville	31	22
Blyth	31	20	Jarvis	30	24
Bobcaygeon	18	10	Keene	33	26
Bolton	27	13	Kingsville	37	29
Bothwell	16	14	Kintail	35	22
Bracebridge	35	28	Kirkfield	8	4
Bridgeburg	46	30	Lakefield	69	35
Bridglen	36	19	Lanark	50	27
Bruce Mines	16	10	Lancaster	23	16
Brussels	66	55	Lion's Head	13	6
Barford	25	17	*Little Current		
Bark's Falls	26	18	Little Britain	13	10
Burlington	30	24	London East	149	123
Barritt's Rapids	7	3	Lucknow	33	21
Cannington	32	20	Magnetawan	13	10
Cardinal	22	12	Markdale	24	16
Carp	32	28	Marshville	14	12
Castleton	13	11	Marsville	5	
Chapleau	3	2	Mattawa	18	6
Charleston	27	9	Maxville	47	25
Chatsworth	17	5	Merlin	33	29
Chesley	49	30	Merrickville	42	17
Cutford	18	11	Metcalfe	37	27
Comber	24	9	Midland	24	13
Cookstown	36	23	Mildmay	23	16
Courtright	23	10	Millbrook	36	24
Cresmore	24	13	Milton	84	51
Crediton	24	15	Millverton	22	22
Crosshill	14	9	Minden	10	9
Cumberland	21	14	Moorefield	15	12
Delhi	29	21	Mount Hope	32	17
Della	31	19	Newboro	34	19
Dickinson's Landing	39	31	New Hamburg	20	12
Drayton	29	32	Neustadt	4	3
Dresden	44	42	North Augusta	14	4
Drumbo	14	7	North Bay	38	26
Dryden	3	1	North Lancaster	17	11
Dundalk	35	19	Norwich	44	38
Dungannon	32	21	Oakwood	17	9
Durham	54	40	Oil Springs	24	18
Eganville	48	33	Orono	20	13
Eglinton	23	19	Otterville	18	16
Elmira	13	9	Paisley	63	39
Elmvale	26	14	Pakenham	21	17

* No report received.

APPENDIX D — *Concluded.*

Other Schools.	Entrance examination, June, 1901.		Other Schools.	Entrance examination, June, 1901.	
	Examined.	Passed.		Examined.	Passed.
Palmerston	20	16	Teeswater	49	35
Parry Sound	32	25	Thamesville	41	33
Pelee Island	4	3	Thedford	31	12
Pelham S. S. No. 2	29	21	Thessalon	11	5
Penetanguishene	27	19	Thornbury	46	31
Plantaganet	21	16	Tilbury	22	22
Plattsville	11	9	Tiverton	18	14
Port Colborne	44	40	Tottenham	29	21
Port Dalhousie	25	23	Tweed	37	30
Port Stanley	29	22	Uptergrove	31	22
Princeton	29	13	Wallaceburg	53	48
Powassan	39	26	Warkworth	35	32
Raleigh S. S. No. 10	15	15	Waubauskene	30	25
Randwick	5	1	Wellington	15	10
Rat Portage	60	34	West Lorne	24	23
Richmond	43	33	Westport Separate School	30	14
Ridgeway	16	15	Winchester	135	62
Ripley	22	20	Wheatley	20	17
Rockton	27	17	Wilkesport	21	12
Rockwood	21	16	Wingham	72	65
Rodney	37	31	Woodbridge	18	10
Rosemont	15	8	Woodville	22	14
Russell	25	18	Wolfe Island	28	15
St. George	14	9	Wooler	16	9
St. Helen's	10	7	Wroxeter	14	13
Sault Ste. Marie	48	41	Wyoming	48	30
Schomberg	17	9	Zephyr	20	15
Selkirk	31	21	Zurich	18	13
Sharbot Lake	15	11			
Shelburne	36	22	Total	5,876	3,991
South Finch	46	27			
South Mountain	32	23	SUMMARY.		
Sparta	29	18	Collegiate Institutes	5,574	4,166
Spencerville	20	6	High Schools	5,699	4,072
Springfield	33	18	Other Schools	5,876	3,991
Stayner	46	35			
Stoney Creek	23	10	Grand total	17,149	12,229
Strabane	21	18			
Stroud	16	13	Comparison with June, 1900.		
Sturgeon Falls	8	4			
Sudbury	13	10	Increase	733	2,655
Sutton West	9	7			
Tamworth	32	23			
Tara	37	26			
Tecumseh	22	13			

APPENDIX E—INSPECTION OF SCHOOLS.

I. LIST OF INSPECTORS.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travelling expenses included in some cases) for 1900.
			\$ c.
M. J. Kelly, M.D., LL.B.	Brant; City of Brantford; Town of Paris	Brantford	1,002 00
W. S. Clendenning	Bruce, East; Towns of Walkerton, Wiarton; Villages of Chesley, Tara	Walkerton	1,388 75
Alexander Campbell	Bruce, West; Town of Kincardine; Villages of Lucknow, Paisley, Port Elgin, Southampton, Teeswater, Tiverton	Kincardine	1,381 25
Robert H. Cowley, B.A.	Carleton; Villages of Hintonburg, Ottawa East, Richmond	Ottawa	1,645 00
Nathaniel Gordon	Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	Orangeville	1,425 00
Arthur Brown	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Morrisburg	1,040 00
W. E. Tilley, M.A., Ph.D.	Durham and S. Monaghan Tps.; Towns of Bowmanville, Port Hope; Villages of Millbrook, New-castle	Bowmanville	1,550 00
Welburn Atkin	Elgin; Town of Aylmer; Villages of Dutton, Port Stanley, Springfield, Vienna	St. Thomas	1,550 00
D. Chenay	Essex, North (No. 1); Town of Sandwich; Village of Belle River	Windsor	1,000 00
D. A. Maxwell, B.A., LL.B., Ph.D.	Essex, South (No. 2); City of Windsor; Towns of Amherstburg, Essex, Leamington, Walkerville; Village of Kingsville	Windsor	1,103 00
Wm. Spankie, M.D.	Frontenac; Villages of Garden Island, Portsmouth	Kingston	1,512 50
Donald McDiarmid, M.D.	Glengarry; Villages of Alexandria, Lancaster, Maxville	Maxville	845 00
Andrew Grier	Grey, East; Town of Thornbury	Thornbury	945 00
Thomas Gordon	Grey, West; Town of Owen Sound	Owen Sound	1,252 50
N. W. Campbell	Grey, South; Towns of Durham, Meaford; Villages of Dundalk, Markdale	Durham	1,273 00
Clarke Moses	Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville	Caledonia	1,205 00
Sylvanus Phillips, B.A.	Haliburton, North East Muskoka, South Nipissing, East Parry Sound; Villages of Burk's Falls, Huntsville, Sundridge	Minden	1,536 00
J. S. Deacon	Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown	Milton	1,393 75
William Mackintosh	Hastings, North; Villages of Madoc, Stirling	Madoc	1,500 00
John Johnston	Hastings, South; City of Belleville; Towns of Deseronto, Trenton; Village of Tweed	Belleville	1,595 00
David Robb	Huron, East (N.); Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxe-ter	Brussels	1,390 00
J. Elgin Tom	Huron, West (S.); Town of Goderich; Villages of Bayfield, Exeter, Hensall	Goderich	1,492 50
Rev. W. H. G. Colles ..	Kent, East; Towns of Blenheim, Bothwell, Ridg- etown; Village of Thamesville	Chatham	1,050 00
Robert Park	Kent, West; City of Chatham; Towns of Dresden, Wallaceburg; Village of Tilbury	Chatham	†1,165 00
C. A. Barnes, M.A.	Lambton, East (No. 2); Town of Petrolia; Villages of Alvinston, Arkona, Oil Springs, Watford	London	1,254 00
*D. D. Moshier, B.A., B. Paed	Lambton, West (No. 1); Towns of Forest, Sarnia; Villages Point Edward, Thedford, Wyoming	Sarnia	1,359 00
F. L. Mitchell, M.A.	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls; Village of Lanark	Perth	1,850 00
Wm. Johnston, M.A., LL.B.	Leeds and Grenville, No. 1; Town of Gananoque; Village of Newboro'	Athens	1,150 00
Robert Kinney, M.D.	Leeds and Grenville, No. 2; Village of Athens	Brockville	1,050 00
T. A. Craig	Leeds and Grenville, No. 3; Town of Prescott; Villages of Cardinal, Kemptville, Merrickville	Kemptonville	1,060 00
Frederick Burrows	Lennox and Addington; Town of Napanee; Vil- lages of Bath, Newburgh	Napanee	1,380 00

*Appointed in 1901.

†Exclusive of Chatham.

LIST OF INSPECTORS.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travelling expenses included in some cases) for 1900	
			\$	c.
W. W. Ireland, B.A. . . .	Lincoln; Town of Niagara; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie.	St. Catharines.	1,235	00
P. J. Thompson, B.A. . . .	Middlesex, East; Village of Lucan.	London	1,150	00
H. D. Johnson.	Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	Strathroy.	1,250	00
J. J. Wadsworth, M.A., M.B.	Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan, Waterford	Simcoe.	1,500	00
Albert Odell	Northumberland; Town of Cobourg; Villages of Brighton, Campbellford, Colborne, Hastings.	Cobourg.	1,550	00
James McBrien.	Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry.	Prince Albert	990	00
John Waugh, B.A., D. Paed.	Ontario, South; Towns of Oshawa, Whitby.	Whitby	1,020	00
William Carlyle.	Oxford; City of Woodstock; Towns of Ingersoll, Tilsonburg; Villages of Embro, Norwich	Woodstock	1,745	00
Allan Embury.	Peel; Town of Brampton; Villages of Bolton, Streetsville.	Brampton	1,200	00
William Irwin, B.A.	Perth; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton.	Stratford.	1,197	50
J. C. Brown.	Peterborough; Villages of Ashburnham, Havelock, Lakefield, Norwood.	Peterborough.	1,320	00
W. J. Summerby	Prescott and Russell; Towns of Hawkesbury, Vankeleek Hill; Villages of Casselman, L'Orignal, Rockland.	Russell.	1,220	00
G. D. Platt, B.A.	Prince Edward; Town of Picton; Village of Wellington.	Picton.	967	50
R. G. Scott, B.A.	Renfrew; Towns of Arnprior, Pembroke, Renfrew; Village of Eganville	Pembroke.	2,109	25
J. C. Morgan, M.A.	Simcoe, North; Towns of Barrie, Midland, Orillia, Penetanguishene.	Barrie	1,300	00
Rev. Thomas McKee.	Simcoe, South West; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Creemore, Tottenham.	Barrie	1,375	00
Isaac Day, B.A.	Simcoe, East, and West Muskoka; Town of Gravenhurst; Village of Port Carling	Orillia.	1,390	00
Alexander McNaughton.	Stormont; Town of Cornwall.	Cornwall.	1,145	00
J. H. Knight.	Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee.	Lindsay	781	00
Henry Reazin	Victoria, West, and South-East Muskoka; Town of Bracebridge; Villages of Fenelon Falls, Woodville.	Lindsay	1,451	00
Thomas Pearce.	Waterloo; Towns of Berlin, Galt, Preston; Villages of Ayr, Elmira, Hespeler, New Hamburg.	Berlin	2,170	00
J. H. Ball, M.A.	Welland; Towns of Niagara Falls, Thorold, Welland; Villages of Bridgeburg, Chippewa, Fort Erie, Niagara Falls, South, Port Colborne.	Welland.	1,280	00
David Clapp, B.A.	Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Villages of Arthur, Clifford, Drayton.	Harriston	1,100	00
J. J. Craig, B.A.	Wellington, South; Villages of Elora, Frin, Fergus	Fergus	1,100	00
J. H. Smith.	Wentworth; Town of Dundas; Village of Waterdown.	Hamilton.	1,260	00
A. B. Davidson, B.A.	York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Richmond Hill, Sutton.	Newmarket.	1,110	00
David Fotheringham.	York, South; Towns of North Toronto, Toronto Junction; Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge	Toronto.	1,215	00
Donald McCaig.	Districts of Algoma, Thunder Bay, Rainy River; Towns of Collingwood, Fort William, Port Arthur, Rat Portage, Sault Ste. Marie, Thessalon	Collingwood.	1,918	37

LIST OF INSPECTORS.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travelling expenses included in some cases) for 1900	
			\$	c.
Rev. George Grant, B.A.	Districts of North Nipissing and West Parry Sound; Towns of Mattawa, North Bay, Parry Sound, Sturgeon Falls, Sudbury	Orillia	1,820	00
Wm. Houston, M.A.	Manitoulin Island, etc.; Towns of Gore Bay, Little Current	Gore Bay	730	00
Wm. Tytler, B.A.	City of	Guelph	500	00
W. H. Ballard, M.A.	"	Hamilton	2,000	00
W. G. Kidd	"	Kingston	1,400	00
W. J. Carson	"	London	1,570	00
John C. Glashan, LL.D.	"	Ottawa	2,000	00
J. B. Grey	"	St. Catharines		
S. Silcox, B.A., B. Paed.	Prin. Co. Model School, City of	St. Thomas	1,200	00
J. Russell Stuart	" " " " " "	Stratford	1,000	00
James L. Hughes	City of	Toronto	3,300	00
W. F. Chapman	"	"	2,250	00
*John Connolly	Town of	Brockville	900	00
Duncan Walker, B.A.	"	Peterborough	1,100	00
Thomas Hilliard	"	Waterloo	80	00
		Total	97,642	87

	Post Office.	Salary 1900.	Travelling expenses 1900.	Total.	
		\$ c.	\$ c.	\$ c.	\$ c.
<i>Separate School Inspectors :</i>					
James F. White	Toronto	1,925 00	300 00	2,225 00	
Wm. Pendergast, B. A.	Toronto	1,700 00	400 00	2,100 00	
Michael O'Brien	Peterboro'	†566 00	200 00	766 00	
<i>Inspector of Bilingual Training and Elementary Schools :</i>					
Telesphore Rochon, B.A.	Ottawa	†500 00	39 30	539 30	
<i>County Model School Inspector :</i>					
John J. Tilley	Toronto	1,850 00	200 00	2,050 00	
<i>High School Inspectors :</i>					
John E. Hodgson, M.A.	Toronto	2,500 00	402 65	2,902 65	
John Seath, B. A.	Toronto	2,500 00	611 57	3,111 57	
Total				13,694 52	
Grand Total.					111,337 39

* Appointed in 1901.

† Four months' salary.

II. DIPLOMAS FOR SCHOOL PREMISES, 1901

Name of Inspector.	Jurisdiction.	No. of schools.	No. diplomas.	Name of Inspector.	Jurisdiction.	No. of schools.	No. diplomas.
W. E. Tilley.....	Durham.....	102	9	H. D. Johnson.....	W. Middlesex.....	82	6
N. W. Campbell....	S. Grey.....	92	36	W. Carlyle.....	Oxford.....	138	12
J. S. Deacon.....	Halton.....	61	4	W. Irwin.....	Perth.....	111	30
D. Robb.....	E. Huron.....	85	7	J. H. Knight.....	E. Victoria.....	46	1
J. Elgin Tom.....	W. Huron.....	98	14	T. Pearce.....	Waterloo.....	85	22
W. H. G. Colles...	E. Kent.....	59	34	D. Clapp.....	N. Wellington.....	73	2
C. A. Barnes.....	No. 2 Lambton.....	101	12	J. H. Smith.....	Wentworth.....	74	23
F. L. Michell.....	Lanark.....	122	6	D. Fotheringham...	S. York.....	73	2
P. J. Thompson....	E. Middlesex.....	101	8				

APPENDIX F.—PROCEEDINGS FOR THE YEAR 1901.

I. CIRCULARS AND REGULATIONS.

MEMORANDUM.

With some slight verbal changes, the Regulations of 1901 are the same as those of 1896 modified by the provisions of circular 50 of 1899. This consolidation is necessary because of the consolidation of the School Law during the last Session of the Legislature, and in keeping with the usual practice of having the Statutes and the Regulations pertaining to Public and High Schools issued every five years and bound together for the convenience of trustees, inspectors and teachers. It will be observed, therefore, that the courses for the examinations for Junior and Senior Leaving standing, which had been announced for 1901 and 1902, are continued without any modifications. The selections in Literature for those examinations were announced in 1899 in the circular mentioned. The selections for the examinations of subsequent years will be announced in due course. Such further amendments as may be called for by educational progress and experience will be made only after very careful consideration and not without giving all parties concerned due notice.

Toronto, September, 1901.

REGULATIONS OF THE EDUCATION DEPARTMENT.

(Approved, June, 1901.)

PUBLIC SCHOOLS.

SITES AND SCHOOL HOUSES.

1. The site of every Public School shall admit of easy drainage and shall be accessible by the best highways in the section. Its area shall be not less than half an acre, and if the school population of the section exceeds seventy five, the area shall be not less than one acre. The grounds shall be levelled and drained, enclosed by a neat and substantial fence and planted with shade trees. The school house shall be placed at least thirty feet from the public highway.
2. There shall be a well or other means of procuring water, so placed and guarded as to be secure against pollution from surface drainage or in any other way. Every rural school shall be provided with a woodshed.
3. The closets for the sexes shall be under different roofs. They shall be separated by a high, close board fence, their entrances screened from observation, and locked after

school hours. They shall be properly cleansed and disinfected when necessary, and approached by proper walks from the school house so as to be accessible with comfort at all seasons of the year.

4. Where the average attendance of any section for three years exceeds fifty pupils, a school house with two rooms shall be provided. An additional room and teacher shall be required for each additional fifty pupils in average attendance. Every school house shall afford separate entrances with covered porches and suitable cloak rooms for boys and girls.

5. Every school room shall contain a superficial area of at least twelve square feet, and a cubic content of at least 250 feet for each pupil in average attendance. A uniform temperature throughout the room of at least sixty-seven degrees shall be maintained and provision made for a complete change of atmosphere three times every hour. The windows—both sashes—shall be adjusted by weights and pulleys and provided with suitable blinds. Light, where possible, shall be admitted from the left of the pupil.

FURNITURE AND EQUIPMENT.

6. Every school house shall be seated with either double or single desks—single desks being preferred. The desks shall be fastened to the floor in rows facing the teacher's platform, with suitable aisles between the rows and with passages at least three feet wide between the outside rows and the walls of the school room. Desks according to the following scale shall be considered as meeting all legal requirements :

Age of pupils.	Seats.			Desks.			
	Height.		Slope of back.	Length.		Width.	Height next pupil.
	Front.	Rear.		Double.	Single.		
Five to eight years.	11 in.	10½ in.	2 in.	36 in.	18 in.	12 in.	22 in.
Eight to ten years	12 "	11½ "	2 "	36 "	18 "	12 "	23 "
Ten to thirteen years	13 "	12½ "	2½ "	36 "	20 "	13 "	24 "
Thirteen to sixteen years.....	14 "	14½ "	3 "	40 "	22 "	13 "	26 "

7. There shall be one blackboard at least four feet wide, extending across the room in rear of the teacher's desk, with its lower edge not more than two and a half feet above the floor or platform ; and, when possible, there should be an additional blackboard on each side of the room. At the lower edge of each blackboard there should be a trough five inches wide for holding crayons and brushes.

Note.—The following directions for making a blackboard may be found useful :—

(a) Where a brick wall is built solid, and also in case of frame buildings, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

(b) The plaster for the blackboard should be composed largely of plaster of Paris.

(c) Before and after having receiving the first coat of color it should be thoroughly polished with fine sand paper.

(d) The coloring matter should be laid on with a wide, flat varnish brush.

(e) The liquid coloring should be made as follows : Dissolve gum shellac in alcohol four ounces to the quart ; the alcohol should be ninety-five per cent. strong ; the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give color, should then be added until the mixture has the consistency of thin paint. It may then be applied in long, even strokes, up and down, the liquid being kept constantly stirred.

8. Every school shall have at least one globe not less than nine inches in diameter, properly mounted ; a map of Canada ; a map of Ontario ; a map of the World and of the Continents ; one or more sets of Tablet lessons of Part I. of the First Reader ; a standard Dictionary ; a Gazetteer ; a numeral frame ; a suitable supply of crayons and blackboard brushes ; an eight-day clock ; shelving for baskets ; hooks for caps and cloaks ; and two chairs in addition to the teacher's chair.

9. The Trustees shall appoint one of their number or some suitable person to keep the school house and premises and all fences, outhouses, walks, windows, desks, maps, blackboards and stoves in proper repair. They shall also provide for whitewashing walls and ceilings if finished in plaster, (or for washing if finished in wood), every year during the summer holidays, and shall employ a caretaker whose duty it shall be to sweep the floors daily, and wash them at least quarterly, and to make fires one hour before the opening of school from the first of November until the first of May in each year.

10. No public school house or school grounds, unless otherwise provided for in the conveyance to the trustees, shall be used for any other than Public School purposes without the consent of the trustees, and no advertisements shall be posted in any school room or distributed to the pupils unless approved in the same way.

11. The first Friday in May each year shall in rural school sections and in incorporated villages be devoted to the planting of shade trees, the making of flower beds and otherwise beautifying and improving the school grounds. Songs and recitations designed to cultivate greater interest in trees and flowers and in the study of nature shall form part of the exercises of the day.

DUTIES OF PUPILS.

12. Every pupil registered in a Public School shall attend punctually and regularly every day of the school year in which his name is so registered. He shall be neat and cleanly in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to his teacher, and shall submit to such discipline as would be exercised by a kind, firm and judicious parent.

13. Every pupil on returning to school after absence from any cause shall give orally or in writing to the teacher, a proper reason for his absence. A pupil may retire from school at any hour during the day at the request, either oral or written, of his parent or guardian. A pupil may be suspended who fails or neglects to provide himself with the text books or other supplies required in his course of study, or to pay the fees imposed for such purpose by the trustees.

14. Every pupil shall be responsible to the teacher for his conduct on the school premises or on the way to or from school, except when accompanied by his parents or or guardians or by some person appointed by them on their behalf. Any pupil who injures or destroys school property or furniture may be suspended until the property or furniture destroyed or injured is made good by the parent or guardian of such pupil.

SCHOOLS TERMS AND ORGANIZATION.

15. Unless otherwise directed by the Trustees, the pupils attending every Public School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon. One hour at least shall be allowed for recreation at mid-day, and ten minutes during the forenoon and afternoon terms, but in no case shall the hours of study be less than five hours per day including the recess in the forenoon and afternoon, provided always the Trustees may reduce the hours of study for pupils in the First and Second Forms.

16. Pupils not registered in a Day School may attend a Night School from the 1st of October until the 31st of March. The hours of study in the Night School shall not exceed $2\frac{1}{2}$ hours per session. Pupils shall not be admitted to a Night School who are under fourteen years of age or who attend school during the day. Night Schools shall be subject to the same regulations as Public Schools with respect to the discipline of pupils, the duties and qualifications of teachers and the use of text-books.

17. The course of study for Public Schools shall be taken up in five Forms as hereinafter set forth, and pupils shall be classified by the teacher with respect to their attain-

ments in all the subjects of the Form to which they are assigned or from which they are to be promoted. Pupils who have passed the High School Entrance examination and such other pupils as are considered qualified by the teacher and inspector shall be entitled in both rural and urban schools to receive instruction in the subjects of the Fifth Form, provided that, in a municipality having a High School if resident pupils of the First Form of the High School are not charged fees it will not be deemed obligatory for the Public School to have a Fifth class. The amount of time to be given to any class is to be determined by the teacher, who shall be guided in the matter by the inspector. Subjects of the course of study marked with an asterisk are optional.

18. An optional subject shall be taken only with the consent of the Trustees and the Inspector, and where the teacher is the holder of a First or Second class Certificate and has passed an examination in the option which he undertakes to teach. The Trustees of every rural school shall require Agriculture to be taught in the Fourth and Fifth Forms of the school, and in such cases the Inspector shall report to the Trustees at least annually, the extent of the course taken by the pupils and their standing. Not more than three periods of thirty minutes each shall be given per week to the study of all the optional subjects. In urban schools such instruction may be given in domestic economy and manual training as the trustees deem expedient.

19. In school sections where the French or the German language prevails, the Trustees may, in addition to the course of study prescribed for public schools, require instruction to be given in Reading, Grammar and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text books in French or German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for Public Schools shall be set aside because of the use of the authorized text-books in French and German.

CONTINUATION CLASSES.

20. Under the provisions of The Public Schools Act, the course of study for Continuation Classes shall include the subjects prescribed for Forms I and II of the High School Course. More advanced work of the High School may be taken up if requested by the Trustees and approved by the Public School Inspector. In Class (a) the Principal must give regular instruction only to pupils of Form V or to those doing higher work. In the other classes, the teachers must have such qualifications as are approved by the Public School Inspector.

21.—(1) There will be four grades of Continuation Classes, viz.:—(a) Schools in which the Principal holds a First Class Certificate (unless occupying the position continuously since April, 1899) and gives regular instruction only to pupils in Form V or to those doing higher work. (b) Schools in which there are at least two teachers and a class in regular attendance of at least ten pupils who have passed the High School Entrance examination. (c) Schools in which there are at least five; and (d) in which there are at least three, who have passed the High School Entrance examination, and are in regular attendance.

(2) No grant will be paid for Continuation Classes unless the Inspector (who shall examine the statements signed, as hereinafter mentioned, by the Principals and Chairmen of the Boards) reports that the obligatory subjects, whether prescribed for examination purposes or not, have received proper attention. The grant will be paid according to the nature and extent of the work done, and not on the results of examinations. In order that a school may obtain the grant, it will be necessary that the minimum number of pupils be enrolled during each month of the full academic year ending in June.

PUBLIC SCHOOL COURSE OF STUDY.

22. Subject to any instructions issued by the Minister of Education from time to time, requirements of each Form in the Public School shall be as set forth in Schedule A.—Public School Courses of Study.

HIGH SCHOOL ENTRANCE EXAMINATIONS.

23. At every High School and Collegiate Institute and such other places as may be recommended by the County Council, examinations to be known as High School Entrance examinations to be conducted on the subjects prescribed for the fourth form of Public Schools, shall be held annually. The paper in Arithmetic will include such questions as will specially test the accuracy of the candidates in the simple rules as well as their knowledge of the subject, and the paper in Dictation will call for the study of the authorized spelling book. The County Council may impose a fee not exceeding one dollar upon each county pupil writing at the Entrance examination. Boards of trustees may impose similar fees upon resident and non-resident pupils writing for the Entrance examination at High Schools and Collegiate Institutes.

24. Any person intending to write at this examination shall notify the Inspector in whose district he proposes to write, on or before the 1st day of May. Where more examinations than one are held in the same inspectoral division, he shall notify the Inspector of the place at which he desires to be examined. The answer papers of the candidates shall be read by the Board of Examiners constituted under The High Schools Act.

25. The answers of candidates at the Entrance examination shall be appraised according to the following scale, viz. : In Reading, Dictation, Drawing, Writing, 50 each ; in Physiology and Temperance, Composition, History, Geography, 100 each ; in Grammar and Literature, 150 each ; in Arithmetic, 200. Two marks shall be deducted for each misspelled word on the dictation paper, and one mark for every misspelled word in any other paper. Reasonable deductions may also be made for want of neatness.

26. Any candidate who obtains one-third of the marks in each subject and one half of the aggregate marks shall be considered as having passed the examination. The examiners may also award pass standing to candidates who have not made a bad failure in any subject but who have made a high aggregate above the half required, or whose case on account of age, the special recommendations of their teachers, or other circumstances demands special consideration. The decision of the Board of Examiners shall be final with regard to the admission or rejection of any candidate, but the Inspector may submit to the Board for re-consideration the complaint of any candidate or any other person with regard to the examination.

27. In the interval between the annual examinations, pupils may be admitted to a High School by the Minister of Education on the joint report of the Principal of a High School and the Public School Inspector showing the attainments of such pupil, his age, and the reasons for his non-attendance at the Entrance examination prescribed by the Department. No pupil shall be admitted until his case is disposed of by the Minister. The names of such pupils shall be included in the report of the Board of Examiners at the next annual examination.

PUBLIC SCHOOL LEAVING EXAMINATIONS.

28 —(1) Public School Leaving examinations will be held annually at every High School and Collegiate Institute, and at such other places as may be recommended by the Inspector. A person who wishes to write at the Public School Leaving examination must, before the 24th of May, give the necessary notice to the Inspector on a form to be obtained from him. The answer papers will be examined at the Education Department immediately after the examination is held, and a report of the results will be forwarded to the Inspector, or to the High School Principal, if the examination was held at a High School centre. The Board of Trustees where such examination is held shall pay all the cost of the examination, but will receive from the Inspector half the fees paid by candidates.

(2) The Public School Leaving examination will be identical with the examination prescribed for Part I. of Junior Leaving standing. Public School Leaving certificates will be issued by the Public School Inspector to all pupils of Public Schools in his inspectorate who pass the examination of Part I. of Junior Leaving standing. The holders of Public School Leaving certificates granted before 1900, will be entitled to certificates of having passed the examination of Part I of Junior Leaving Standing by passing the

examinations in Arithmetic and Mensuration, Grammar and History, the prescribed percentage on the total of these subjects being also exacted.

29. The Board of Examiners for High School Entrance examinations may admit to a High School, candidates who have failed at a Public School Leaving examination (Part I. Junior Leaving Standing) provided they have made one quarter of the marks on each Entrance examination subject.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Accommodations and Equipment.

30. The plans of every High School hereafter erected, and the plans and site of every High School hereafter established, shall be subject to the approval of the Minister of Education. In all High Schools established since July, 1891, or to be hereafter established, there shall be a Principal and at least two assistants. No new High School shall be entitled to receive any grant that does not provide at least the amount fixed by the instructions of the Minister of Education with regard to accommodation and the equipment required as the maximum in distributing the Legislative grant to schools with two masters.

31. Any High School may be raised to the status of a Collegiate Institute when it is shown to the satisfaction of the Education Department that the trustees have provided : (a) adequate school buildings ; (b) equipment of the value and character required as the maximum in the case of High Schools with three or more masters ; (c) four specialists, viz, one in Classics, one in Mathematics, one in Science, one in Modern Languages including English (one of whom or some other member of the staff being also a commercial specialist) and ; (d) such other Assistants as will secure thorough instruction in all the subjects of the High School course as far as Senior Matriculation into the University of Toronto. A Collegiate Institute may be reduced to the rank of a High School on the joint report of the High School Inspectors, approved by the Education Department.

32. Every High School that complies with the Regulations of the Education Department shall be entitled to the following grants ; (a) a fixed grant of \$375 ; (b) in respect of school accommodation, a maximum of \$100 in the case of High Schools with two masters and of \$150 in the case of High Schools with three or more masters ; (c) in respect of equipment, ten per cent. of the total approved expenditure but so as not to exceed \$110 in the case of High Schools with two masters or \$220 in the case of High Schools with three or more masters ; (d) in respect of salaries ten per cent. of the expenditure over \$1,500 but so as not to exceed \$600 in any case ; (e) such amount *pro rata* in respect of average attendance as may remain unexpended of grant.

33. Every Collegiate Institute that complies with the Regulations of Education Department shall be entitled ; (a) to a fixed grant of \$375 ; (b) to a grant in respect of equipment of \$275 ; (c) to a grant in respect of school accommodation of \$200 ; (d) to ten per cent. of the expenditure on salaries over \$1,500 but so as not to exceed \$600 ; and (e) to grant on the basis of average attendance out of any unexpended balance of the Legislative grant.

34. In apportioning the Legislative grant on equipment, the maximum recognized in the case of High Schools with two masters shall be as follows : Library \$300 ; Physical and Chemical Apparatus, \$300 ; Maps and Globes, \$50. and models for Drawing, \$50 ; Gymnasium, not including equipment, \$400. In the case of Collegiate Institutes and High Schools with three masters the maximum recognized shall be : Library, \$600 ; Physical and Chemical Apparatus, \$600 ; Maps and Globes, \$100, and Models for Drawing, \$100 ; Gymnasium, not including equipment, \$800.

35. When the value of the Library has reached the maximum herein recognized, ten per cent of the annual expenditure by the High School Board on supplemental reading in English Literature will be allowed. The catalogue of the equipment shall be kept by the Principal of the School and shall be accessible to any officer of the Education Department. The instructions of the Minister of Education in the matter of grading shall be followed in appropriating the grant for buildings and premises. On the report of a High School Inspector, such reductions may be made in the grants payable upon the salaries of the staff, and the character and equipment of the school buildings and their appendages as the Minister of Education may deem expedient.

HIGH SCHOOL ORGANIZATION.

36. In every High School or Collegiate Institute the head teacher shall be called the Principal, and the other teachers Assistants. The authority of the Principal of the High School shall be supreme as to all matters of discipline on the school premises, where the Public and High School occupy the same building. The provisions of the Public Schools Act, 1901, and the regulations of the Education Department with respect to the duties of pupils attending a Public School shall apply to teachers and pupils of High Schools.

37. The Principal of a High School or Collegiate Institute shall hold a Principal's Certificate and the Assistants shall hold High School Assistants' Certificates. Special teachers of Music, Drawing, Drill, Gymnastics and Calisthenics, shall possess qualifications satisfactory to the Minister of Education. If, after due advertisement, a High School Board is unable to obtain a qualified Assistant, a temporary certificate may be granted by the Minister of Education for the current half year to a suitable person on the application of the Board.

38. The Principal shall determine the number of pupils to be assigned to each Form and the order in which the subjects in each Form shall be taken up by the pupils. The Principal shall make such promotions from one Form to another as he may deem expedient ; he shall also assign the subjects of the course of study among the Assistants.

39. The course of Study in High Schools shall be taken in four Forms. The subjects marked with an asterisk in Forms I and II are optional ; all the other subjects are obligatory. Any subject prescribed for a Form may be continued in a higher Form at the option of the Principal. In the case of pupils preparing for University Matriculation or taking the course for a Commercial Diploma, or where the Board introduces Manual Training or any other branch of technical education, on the recommendation of the Principal, less time may be given by the pupils concerned to one or more of the obligatory subjects of the High School course so as to meet as far as practicable the aims of the pupils. All pupils shall take the obligatory subjects in Forms I and II, and such other subjects in any of the Forms as may be required for Departmental or other examinations, or as may be chosen by their parents or guardian and the Principal of the School, provided that pupils taking the course for a Commercial Diploma shall be required to take only the subjects of such course. Typewriters may be furnished by the Board of Trustees for the use of the pupils. At the option of the Board of Trustees and the Principal, the Art School Drawing Course may be taken in Forms II and III, and Agricultural Chemistry, Physiology and Temperance and Vocal Music may be taken in any Form.

40. Reading shall be taught twice a week during the academic year to all the pupils in each of the sub-divisions of Forms I and II and to the pupils in the other Forms in connection with the English Literature. Writing shall be taught during the first term at least twice a week in the lowest division of Form I, and provision shall be made for additional practice in school hours. Half hour periods separate from the other subjects shall be allotted to Reading and Writing in the Time Table. Where the average number of pupils in a class exceeds twenty-five, the time devoted to Reading and Writing shall be proportionately extended. On the report of High School Inspector a deduction from the Legislative grant may, at the discretion of the Minister of Education, be made of \$50 in the case of non-observance in any High School or Collegiate Institute of any part of this Regulation.

41. In High Schools and Collegiate Institutes having a Gymnasium, Drill, Gymnastics and Calisthenics shall be taught in half-hour periods and in organized classes not less than three times a week in each division of Form I, II and III, but shall be optional in Form IV ; additional time shall be allowed for practice by pupils under efficient supervision. No pupil shall be exempted from the course prescribed, except upon a medical certificate or on account of evident physical disability. During the months of May, June, September, October and November, the Principal may substitute for Drill, etc., not more than twice a week, such sports and games as he may approve of. In High Schools having no Gymnasium, Drill and Calisthenics shall be taught as the weather may permit ; and Gymnastics may be omitted.

HIGH SCHOOL COURSE OF STUDY.

42 The details of the course of study in each Form in High Schools shall be as set forth in Schedule B—High School Courses of Study.

LEAVING EXAMINATIONS

43 (1) An examination for students intending to become teachers or to enter a profession will be held annually by the Education Department subject to the conditions hereinafter contained in the High School Course of Study at each High School and Collegiate Institute and at such other centres as may be approved. The examination requirements in the different subjects are set forth in detail in Schedule C. Candidates intending to write should make application to the Public School Inspector before the 24th of May on a Form to be obtained from him.

(2) The papers in Part I of Junior Leaving Standing hereinafter defined, will be different from those set for Matriculation. The Examiners will be expected moreover, to set papers for the purpose of candidates who desire to become teachers, but it is not intended that the questions shall be more difficult than the Regulations have called for since 1896. The papers in Arithmetic and Mensuration and Grammar and Rhetoric shall be submitted to candidates, when writing on Part II of the Junior Leaving Course, in addition to the papers in these subjects taken by candidates when writing on Part I. For the optional groups, the examinations will be equal in difficulty, as near as may be in order that candidates who begin the optional subjects at the same time during their High School Course may have equal advantages in preparing for the examinations.

(3) Each question paper will hereafter be valued at 100. Candidates for Junior and Senior Leaving Standing will be required to make 50 per cent. of the aggregate marks, prescribed for each of the parts into which the examinations are divided, as well as $33\frac{1}{3}$ per cent. on each paper. Seventy-five per cent. of the aggregate will be required for Honors. If, after all the answer papers are read, any question paper should be found, by the Board of Examiners, easier or more difficult than intended, the minimum on the paper shall be correspondingly raised or lowered, and the total number of marks correspondingly increased or diminished. Each candidate who makes the required aggregate may be awarded a certificate, even though he should fail to obtain the minimum in a subject, provided he was regarded as fit to pass in that subject by the staff, as shown from the confidential report sent to the Department before the examinations.

44 A certificate of having passed the subjects of Part I of Junior Leaving standing will be accepted for the non-professional requirements for a District Certificate. Junior Leaving standing will be obtained by passing in the prescribed subjects at one examination, or in two Parts (I and II) as defined below, which may be taken in different years. In order to obtain Senior Leaving standing, a candidate must pass the examination of Part I of Junior Leaving standing, and in addition the subjects herein prescribed for Parts I and II of Senior Leaving standing which may be taken at one examination or at different examinations.

45 (1) The subjects prescribed for Part I of Junior Leaving standing are the following: Reading, Drawing, Geography, Botany (or Agriculture), Writing with Book-keeping and Commercial Transactions, English Grammar, English Literature, Arithmetic and Mensuration, English Composition, and History. The course in Agriculture will include what is taken up in the authorized text book as far as page 73. The course in the other subjects will be based as heretofore upon the work prescribed in the Regulations for Forms I and II, subject to requirements for examinations hereinafter mentioned. No examination will be held in Reading, English Literature, Drawing, Book-keeping, Botany, or Agriculture, but no name of a student who has not given due attention to these subjects is to be included in the confidential report of the Principal.

(2) No grant to a High School or to a Continuation Class will be paid until the Principal and Chairman of the School Board report that each obligatory subject of the course, whether prescribed for examination or not, has, in their judgement, received due attention on the part of the pupils while attending the school.

(3) It is expected that throughout the course, until pupils have completed what is required for Part I of Junior Leaving standing, at least two half-hour periods per week shall be given regularly to Reading, and an equal time to English Literature. Regarding Drawing, Book-keeping, Botany or Agriculture, at least two half hour periods per week for each of these subjects are to be given regularly to pupils enrolled in Form I of the High School or Form V of the Public School ; that is practically during the first year of the course in preparation for Part I of Junior Leaving standing. The subjects of examination for Part I Junior Leaving are, therefore : Geography, Arithmetic and Mensuration, Grammar, Composition and History. Holders of Form I and of Public School Leaving certificates dated prior to 1900 will be entitled to Part I Junior Leaving certificates on passing in Arithmetic and Mensuration, Grammar and History, the prescribed percentage on the total of these subjects being also required. A Form II, (or a Part I Form II) certificate, with a Form I certificate, or a Public School Leaving certificate dated prior to 1900 will give Part I of Junior Leaving standing. A Form II or a Part I, Form II) certificate alone will give the same standing, if endorsed and certified to by any High School Principal or Public School Inspector with a statement that the holder has taken the required course in the additional subjects (Drawing, Book-keeping, Reading, etc.

46. All candidates for Junior Leaving Standing must, in addition to the requirements of Part I Junior Leaving take the following subjects of Part II Junior Leaving, viz., English Grammar and Rhetoric, English Composition, English Literature, Ancient History, Arithmetic and Mensuration, Algebra, Geometry, Physics, Latin, and one of the following viz. (a) Greek, (b) French, (c) German, (d) Chemistry.

A candidate who has already obtained a certificate of having passed Part I of Form II, will not be required to take the papers of Part II Junior Leaving in Arithmetic and Mensuration, English Grammar and Rhetoric, and Physics.

47. All candidates for Senior Leaving Standing must, in addition to the requirements of Part I Junior Leaving, take the following Senior Leaving subjects, viz., (in Part I) English Composition, English Literature and Rhetoric, Algebra, Geometry, Trigonometry English and Ancient History, and (in Part II) Latin and Physics, and one of the following groups, viz., (a) French and Greek, (b) German and Greek, (c) French and German, (d) French and Chemistry, (e) German and Chemistry, (f) Biology and Chemistry.

48. A candidate for Senior Leaving Standing who has passed Part I Junior Leaving Standing, shall be awarded a certificate on application to the Education Department of having passed Part II Junior Leaving Standing, notwithstanding his failure to obtain Senior Leaving Standing, providing such candidate has obtained one-third of the marks at this examination in the subjects of Senior Leaving Standing.

49. The standing of the third, and fourth years in Arts after a regular course in any University in the British Dominions, will be accepted in lieu of Junior Leaving and Senior Leaving Standing respectively.

50. The course for a Commercial Diploma will consist of two Parts (I and II), to be taken in the same year or in different years. Part I will be the same as Part I of Junior Leaving. Part II will embrace the Commercial subjects mentioned in Schedule C. viz.: Book-keeping and Writing ; Commercial Transactions, Business forms and usages, Stenography (Theory); Stenography (Dictation.)

SPECIALISTS' STANDING

51. Any person who obtains an Honor Degree in the department of English and History, Moderns and History, Classics, Mathematics, or science as specified in the calendars of any University of Ontario and accepted by the Education Department, shall be entitled to the non-professional qualification of a Specialist in such department. A graduate who has not taken an Honor Degree in one of the above courses shall be entitled to the non-professional standing of a Specialist on submitting to the Department of Education a certificate from the Registrar of the University that he has passed, subsequent to graduation, the examinations prescribed for each year of the Honor course of the department in which he seeks to be recognized as a Specialist, and which he has not already passed in his undergraduate course : or any examination which is recommended

by the University as equivalent thereto and accepted as such by the Education Department.

52. Any person who passes an examination in the subjects set forth in Schedule D—course for Commercial Specialists (each paper to be valued at 100), and who is the holder of a High School Assistant's Certificate, obtained either before or after passing such examination, shall be entitled to a Commercial Specialist's Certificate.

EXAMINATION AND OTHER FEES.

53. The fees authorized by the Education Department shall be as follows. Candidates for the Entrance Examination, if so ordered by the Board of Trustees or the County Council, \$1; Public School Leaving, (Part I. Junior Leaving) \$2; Part II. Junior Leaving, \$5; Part I. Senior Leaving, \$3; Part II. Senior Leaving, \$3; Part I. Matriculation, \$2; Part II. Matriculation, \$5; Junior or Senior Leaving or Matriculation at one examination, \$5; Commercial Diploma, each part, \$2; Commercial Specialist, \$5; For Candidates for examination in one or more subjects only (not exceeding four), for the purpose of completing a course for pass Matriculation into any University or Learned Profession, \$2; Tuition County Model School, when so ordered by the Board of Trustees, \$5; Kindergarten Assistants, \$3; Directors, \$5; Examination Normal School, \$5; Examination Normal College, \$15; Appeals of all kinds, \$2. (Fee to be refunded if the appeal is sustained).

KINDERGARTENS.

54. No person shall be appointed to take charge of a Kindergarten in which assistant teachers or teachers-in-training are employed, who has not passed the examination prescribed for a Director of Kindergartens; and no person shall be paid a salary or allowance for teaching under a Director who has not passed the examination prescribed for Directors or assistant teachers. No person shall be admitted to the course of training prescribed for assistants who is not seventeen years of age and who has not Junior Leaving standing, or who has not spent at least three years in a High School. Any person who has taken the equivalent of such a course at some other educational institution may, on the recommendation of the Inspector, be admitted to training with the consent of the Minister of Education. No person shall be admitted to the course prescribed for a Director unless such person has obtained an Assistant's certificate.

55. Any person who attends a Kindergarten for one year and passes the examinations prescribed by the Education Department shall be entitled to an Assistant's certificate. The holder of an Assistant's certificate or the holder of a second-class Provincial certificate shall, on attending a Provincial Kindergarten one year and on passing the prescribed examinations, be entitled to a Director's certificate.

56. The Examination for Directors shall include Psychology and the General Principles of Froebel's System; History of Education; Theory and Practice of the Gifts and Occupations; Mutter and Kose-Lieder; Botany and Natural History; Miscellaneous Topics, including discipline and methods of morning talks, each 100; Practical Teaching, 500; Book-work, 400. There shall also be a sessional examination in Music, Drawing and Physical Culture to be reported by the Principal to the Examiners at the final examination. The examination for Assistants shall include the Theory and Practice of the Gifts, (two papers); Theory and Practice of the Occupations (one paper); Miscellaneous Topics, including the general principles of Froebel's system and their application to songs and games, elementary science, morning talks and discipline (one paper), each paper, 100; Book work, 400. Any Director sending up candidates to the examination for Assistants' certificates shall certify that the Pease-work and Modelling have been satisfactorily completed.

COUNTY AND CITY MODEL SCHOOLS.

57. The Board of Examiners for every County, or the trustees of any city, with the approval of the Minister of Education, may set apart at least one Public School for the professional training of third-class teachers. The Principal of such school shall be the holder of a first-class certificate from the Education Department and shall have at least

three years' experience as a Public School teacher. In every Model School there shall be at least three assistants on the staff who shall be the holders of first or second-class certificates. The County Board of Examiners shall distribute the teachers-in-training among the County Model Schools as may be deemed expedient.

58. The Model School term shall begin on the second of September and shall close on the fifteenth day of December. During the term the Principal of the Public School to which the Model School is attached shall be relieved of all Public School duties except the management and supervision of the Public School. The assistants shall give such instruction to the teachers-in-training as may be required by the Principal or by the regulations of the Education Department. There shall be a room for the exclusive use of the teachers-in-training either in the Public School buildings or elsewhere equally convenient.

59. Application for admission to a Model School shall be made to the Inspector not later than the twenty-fifth of August. Any person who has Primary (granted under former Regulations) or a higher standing, or who is considered eligible by the Board of Examiners for a District certificate and who will be eighteen years of age before the close of the term may be admitted as a teacher-in-training. The teachers-in-training shall be subject to the discipline of the Principal with an appeal in case of dispute to the Chairman of the County Board of Examiners. Boards of Trustees may impose a tuition fee, not exceeding \$5, on each teacher-in-training.

60. The course of study in Model Schools shall consist of instruction in School Management, to be valued for examination purposes at 100; instruction in the Science of Education, 100; instruction in the best methods of teaching all the subjects on the Public School Course of Study; three papers, 100 each; instructions in the School Law and Regulations so far as they relate to the duties of teachers and pupils, instruction in Reading, School Hygiene, Music and Physical Culture, 50 each; and such practice in teaching as will cultivate correct methods of presenting subjects to a class and develop the art of school government. The final examination of the Education Department will be limited to School Management, the Science of Education, Methods, School Hygiene, and the School Law and Regulations.

61. The Principal of the School shall submit to the Board of Examiners a report with respect to the standing of every teacher-in-training, having regard to his conduct during the session, his aptitude as a teacher, his powers of discipline and government in the school room and such other qualities as in the opinion of the Principal are necessary to a successful teacher. The Principal shall also report the standing of each teacher-in-training in the subjects of Hygiene, Music and Physical Culture as determined by at least one Sessional examination. These reports shall be considered by the Board of Examiners at the final examination in estimating the standing of the candidates for a certificate in all cases of doubt.

62. During the last week of the Session, the County Board of Examiners shall require each teacher-in-training to teach in the presence of such members of the Board as may be appointed for that purpose, two lessons of twenty minutes each, one of which shall be assigned by the presiding examiner one day before, and the other forty minutes before it is to be taught. The lessons shall be valued at 100 each, shall be appraised by different examiners and shall not be taught in the same Form or in the same subject. The Board of Examiners shall also submit the candidates to practical test of their ability to place upon the blackboard with neatness and despatch any exercise for pupils they may deem expedient. The time allowed for such a test shall not exceed ten minutes and the valuation 50.

63. Any teacher-in-training having at least Primary standing who obtains forty per cent. of the marks assigned to each subject, (including practical teaching) and sixty per cent. of the aggregate shall be awarded a third class certificate valid for three years. At the request of the County Board (when there is a scarcity of teachers) and with the permission of the Minister of Education, a certificate for a shorter period and valid only within the jurisdiction of the County Board, to be known as a District certificate, may be awarded to teachers-in-training who obtain a lower percentage or to such other persons whose non-professional standing will entitle them only to District certificates. The Board may reject any candidate whose scholarship appears to be defective. The decision of the Board with respect to the examination shall be final.

DISTRICT MODEL SCHOOLS.

64. The Minister of Education may set apart two Public Schools in each of the Districts of Thunder Bay, Algoma, Parry Sound and Nipissing as Model Schools for candidates for District certificates. No school shall rank as a District Model School unless it has a Continuation Class in grade (a) and unless the teaching staff consists of at least three teachers, viz : a Principal holding a first-class certificate and at least one of his assistants holding a second-class certificate. Teachers-in-training at District Schools shall take the course of study and the final examinations prescribed for Public School Leaving examinations. Candidates for teachers' certificates at the District Model School Examinations shall be at least eighteen years of age, and shall take such a course of professional training in the subjects prescribed for County Model Schools as the Inspector of the District may direct.

65. In cities and counties where the French or German language prevails, the Board of Examiners, with the approval of the Education Department, may establish a Model School for the training of teachers of French or German origin ; such schools hold one term each year, viz. : From the first of September to the first of July. The course of study shall be the non-professional course required for a Public School Leaving certificate and the professional course required for a County Model School. The examination in English shall be conducted on the papers prescribed for the Public School Leaving certificate. The examination in French or German shall be limited to Reading Grammar, and Composition and may be both oral and written. The papers in French and German shall be prepared by the Board of Examiners. The Board may submit the teachers-in-training to such an examination on the professional course as it deems expedient.

PROVINCIAL NORMAL AND MODEL SCHOOLS.

66. There shall be two Sessions of the Normal School each year ; the first Session shall open on the third Tuesday in January and the second Session on the third Tuesday in August. The Sessions shall close in June and December at such dates as may be determined by the Minister of Education. Any teacher who has at least Junior Leaving standing, and who has taught a Public School successfully for one year, or who, after passing the County Model School examination, has taught under the supervision of the Inspector of a City having a city Model School, six months thereafter, may be admitted as a Normal School student.

67. Before being registered, every student admitted to Normal School shall be examined, in writing or orally, by the Normal School masters upon the books prescribed for the calendar year as the reading course for teachers. Any teacher may be refused registration whose examination does not show a thorough acquaintance with such reading course. The course of study after admission shall be limited and valued for examination purposes as follows :—Psychology and Science of Education, 200 ; History of Education and School Management, each 150 ; Methods of Teaching (four papers), each paper 100 ; Practice Teaching in the Model School, 400.

68. The Principal of the Normal School shall be responsible for the discipline and management of the teachers-in-training. He shall prescribe the duties of the staff subject to the approval of the Minister of Education ; he shall cause Sessional examinations to be held in Temperance, Agriculture, Reading, Writing, Drawing, Music and Physical Culture, each valued at 50 marks, and shall keep a record of the same. The staff shall carry out the instructions of the Principal with regard to discipline, management, methods of study and all matters affecting the efficiency of the Normal School and the progress of the teachers in-training.

69. Teachers in-training shall attend regularly and punctually throughout the Session and shall submit to such discipline and direction as may be prescribed by the Principal. They shall lodge and board at such houses only as are approved by the Principal. Ladies and gentlemen shall not board at the same house and shall have no communication with one another except by permission of the Principal or one of the masters.

70. Teachers in-training shall take a written examination towards the end of each session, to be conducted by the staff covering every subject on the course of study. The standing of candidates at this examination shall be added to the marks prescribed for the

final examination. At the close of each Session candidates shall submit to a written examination conducted by the Education Department. The examiners shall have power to reject any candidate who shows deficiency of scholarship.

71. An examination in practical teaching to be conducted according to the instructions of the Minister of Education shall be required of every teacher-in-training. This examination shall be valued at 200 marks. Any candidate who obtains 34 per cent. of the marks in each subject of the written examinations (the Sessional and final written examination being taken jointly), and 34 per cent. of the marks in teaching (the report of the staff and the report of the special examiners being taken jointly) and 50 per cent. of the aggregate marks shall be entitled to pass standing. Candidates making 75 per cent. of the aggregate marks shall be awarded honors.

72. The terms of the Provincial Model School shall correspond with the Public School terms in cities. The hours of study shall be from 9.30 a.m. to 12 a.m., and 1.30 p.m. to 3.30 p.m. The regulations of the Education Department with regard to pupils and teachers in Public Schools shall apply to the teaching staff and to pupils of the Model School, subject to any modifications that may be made by the Minister of Education from time to time.

73. The Head Master and Head Mistress of each Model School and the Director of the Provincial Kindergarten shall act under the direction of the Principal of the Normal School to which their respective departments are attached, and shall be responsible to him for the order, discipline and progress of the pupils, and for the accuracy and usefulness of the lessons conducted by the teachers-in-training. All members of the teaching staff shall report themselves for duty to the Principal of the Normal School not later than one day before the re-opening of the school after the Easter, Mid-Summer and Christmas vacations.

ONTARIO NORMAL COLLEGE.

74. The Ontario Normal College shall open each year on the 1st of October and close on the 31st of May. Any person who has Senior Leaving standing or who is a graduate in Arts of any university in the British Dominions, and who will be eighteen years of age before the close of the College year may be admitted as a teacher-in-training on application to the Minister of Education on or before the 15th of September.

75. The Course of Study shall consist of lectures on Psychology, the History of Educational systems, the Science of Education, the best methods of teaching each subject on the High School course of study, School Management; instruction in Reading, School Hygiene, Writing, Drawing, Stenography, Physical Culture; practice teaching; and such other subjects as may be prescribed by the Minister of Education. The marks allowed for examination purposes shall be as follows: Psychology and Science of Education, each 200; History of Education, School Management, Methods in English and History, in Mathematics, in Science, in Classics, and in French and German, each 150.

76. Teachers-in-training shall lodge in such houses only as are approved by the Principal; ladies and gentlemen shall not board in the same house nor shall they mingle together in the class-rooms or in the halls of the Normal College. They shall attend regularly and punctually upon lectures and shall submit to the rules of the College with regard to discipline, or any other matter required by the Principal, and shall undertake such practice teaching as may be prescribed by the Minister of Education.

77. The Principal shall be responsible for the organization and management of the College and for the discipline of the teachers-in-training. He shall prescribe the duties of his staff, and shall from time to time be present at their instruction and at the practice teaching of the teachers-in-training. He shall report the sessional examinations to the Education Department on the forms prescribed by the Minister of Education and shall make in addition such observations with respect to the conduct of each teacher-in-training and his aptitude as a teacher as he may deem expedient.

78. Each Lecturer shall explain and illustrate the best method of dealing with each branch of his department as it should be taught in the different Forms of a High or Public School, and shall, as far as possible, explain and justify his methods on scientific principles, giving model lessons for classes in different stages of advancement. He shall keep a record of the practice teaching of each teacher-in-training, and shall report to the Principal from

time to time any breach of discipline or any irregularity on the part of the teachers-in-training or any other matter that comes to his notice which may affect the work of the College.

79. Teachers-in-training shall take two written examinations during the Session, viz., one in December and the other in March, and such oral examinations as may be considered necessary for testing their knowledge of methods and their teaching ability. These examinations shall be conducted by the staff of the College; the number of papers at the sessional examinations and the value of the marks in each subject shall be the same as are prescribed for the final written examination. No teacher-in-training shall be recommended to pass by the Examiners who has made less than 34 per cent. of the marks at the sessional examinations (fifty marks being the maximum for each) in Reading, Writing, Drawing or Physical Culture. Any candidate who obtains 34 per cent. of the marks in each subject of the examinations (the sessional and final written examinations being taken jointly), and fifty per cent. of the aggregate marks shall be entitled to pass standing. Candidates making seventy-five per cent. of the aggregate marks shall be awarded honors.

80. At the end of May in each year the teachers-in-training shall submit to an examination conducted by the Education Department. Any candidate who obtains the required standing in Psychology, the Science of Education, the History of Education, School Management, Methods in Mathematics, Methods in English, Methods in Latin, Methods in Elementary Science (the Primary course in Botany and Physics) and Methods in one of the following groups, viz.: (a) Greek, or (b) French and German, or (c) Chemistry, Physics and Biology, shall be entitled to a Normal College Interim certificate. The holder of a Specialist's non professional certificate in any of the courses recognized by the Education Department, who passes the final examination (including methods in the subjects of his non-professional certificate) shall be entitled to a Normal College Interim Specialist's certificate in the subjects of his non-professional Specialist's course. All students entering the Normal College, irrespective of the academic course which they may have taken, must take the course prescribed, subject to the following conditions:—Holders of Senior Leaving Certificates, granted on Departmental examinations, may omit Latin if they do not select the Greek option; unsuccessful candidates at previous examinations will be allowed to write at the final examination of any year without attendance at the Normal College, and may confine themselves to the same subjects as taken previously; teachers of ten years' successful experience, who hold Normal School Certificates and who have the necessary academic standing, may write at the final examination of the Normal College without attendance; any person graduating with Honors from any University in the British Dominions, who has spent two years as a registered student in postgraduate work in any British, European or other University approved by the Minister of Education, may write at the final examination of the Normal College without attendance, on furnishing satisfactory evidence of having taken such postgraduate course.

THE EDUCATIONAL COUNCIL.

81. The Educational Council authorized by the Education Department Act, 1901, to conduct Departmental examinations shall hold its first meeting each year as may be fixed by the Minister of Education and shall organize by electing as chairman one of its members. Subsequent meetings of the Council shall be held from time to time as may be determined by the Council.

82. The Council shall appoint examiners of well known ability as teachers either in a University or High School, to prepare examination papers for the (a) Part II, Junior Leaving, Senior Leaving and Matriculation examinations, and (b) such other examinations as may be transferred to the Council with the approval of the Education Department. The Council shall also appoint examiners of well known experience as Inspectors or teachers, (from lists to be submitted by the Minister of Education) to prepare examination papers at all other departmental examinations.

83. For the purpose of reading the answer papers of candidates at the Examinations of (a) aforesaid, the Council shall appoint as associate examiners, graduates of any of the Universities in the British Dominions, or specialists according to the regulations of the Education Department actually engaged in teaching. For the purpose of reading the answer papers of candidates of other examinations the Council shall appoint as associate

examiners, persons holding First Class certificates (in the case of Kindergarten examinations, teachers specially qualified) in actual service. The lists from which such selection is made shall be furnished by the Minister of Education and shall in each case contain the names of at least twice the number of associate examiners to be appointed. The number of examiners appointed by the Council for each examination shall be subject to the instructions of the Minister of Education from time to time.

84. All communications or references requiring the attention of the Council shall be addressed to the Education Department. The Registrar of the Council shall submit for consideration all matters referred by the Minister of Education. The Council shall report promptly to the Minister of Education all matters that require any action by the Education Department or any of its officers. The Council shall appoint an executive committee. The Education Department shall appoint a Chairman of the Board of Examiners who shall exercise such supervision over the examinations as the Council may order. Candidates may have their papers re-examined on placing an appeal to that effect in the hands of the Minister of Education within 20 days after the publication of the result of the examination.

TEACHERS' CERTIFICATES.

85. The Minister of Education may issue certificates on the report of the Educational Council or the Education Department, as follows, viz., District certificates, limited to localities where there is a scarcity of teachers; permanent Third Class Certificates to teachers of ten years' successful experience; any person who attends a Public Kindergarten for one year and passes the prescribed examination shall be entitled to an Assistant's certificate; any person who has obtained an Assistant's certificate and who has attended a Provincial Kindergarten one year and passes the prescribed examinations shall be entitled to a Director's certificate. Any person who attends a Normal School one term and who passes the prescribed examinations shall be entitled to a Second Class Public School certificate. Any person who has passed the final examinations of the Normal College shall be entitled to a Normal College Interim Certificate.

86. A Normal College Interim certificate shall entitle the holder, if under 21 years of age to teach in a Public School only, and if over 21 years, to teach in a Public or High School. After two years' successful experience as teacher, the holder of such certificate shall, on the report of the Inspector concerned, be entitled to a permanent certificate as a First Class Public School teacher or as a High School assistant, ordinary or specialist, according to the class of school in which the experience was acquired. Normal College Interim certificates may be extended from year to year on the report of a Public or High School Inspector. Any graduate in Arts in any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the High School Inspector has taught successfully three years (two of which at least were spent in a High School), shall be entitled to a certificate as Principal of a High School or Collegiate Institute.

87. A third class certificate shall be valid for the full period of three years from the date thereof; and may on expiration be renewed by any Board of Examiners for any period not exceeding three years on the following conditions, viz.:—(a) where the applicant has re-passed the Part II Junior Leaving examination or holds a non-professional certificate of a higher grade, (b) where the applicant attempted such examination and obtained a standing acceptable to the Board, (c) where the applicant has re-passed the County Model School examination. The certificate of any teacher who has not taught the full period of three years for which his certificate was granted may be extended by the County Board for any time lost by sickness or any other cause. In all cases the report of the Inspector with respect to the efficiency of the applicant as a teacher must be satisfactory. All renewals shall be issued with the authority of the Board, and shall be limited to the jurisdiction of the Board of Examiners granting the same.

88. In case it appears that a duly qualified teacher is not available, and that it is in the public interest that a teacher should be temporarily retained in any school, the Minister of Education may on the report of the Inspector extend a third class certificate for one year, such certificate to be valid only under the Board of Trustees applying for the same. With the consent of the Minister of Education, a temporary certificate may be

given by the Inspector to any person of suitable character and attainments where a qualified teacher is not available.

PUBLIC SCHOOL INSPECTORS AND DUTIES OF INSPECTORS GENERALLY.

89. Any person with five years' successful experience as a teacher of which at least three years shall have been in a Public School ; who holds either Specialist's non-professional standing obtained on a University examination, or a Degree in Arts from any University in Ontario with first-class graduation honors in one or more of the other recognized departments in such University ; and who has passed the examinations of the Ontario Normal College for a Specialist's certificate shall be entitled to a certificate as an Inspector of Public Schools.

90. Every inspector, of any class of schools conducted under the Education Department, while officially visiting a school, shall have supreme authority in the school, and may direct teachers and pupils in regard to any or all of the exercises of the school-room. He shall, by personal examination or otherwise as he may be directed by the Minister of Education, ascertain the character of the teaching in schools which he is authorized to visit ; and shall make enquiry and examination, in such a manner as he may think proper, into the efficiency of the staff, the accommodation and equipment of the school, and all matters affecting the health and comfort of the pupils. He shall report to the Minister of Education any violation of the Schools Act or the Regulations of the Education Department in reference to the class of schools for which he is inspector.

TEACHERS' INSTITUTES.

91. Every Teachers' Institute shall have one meeting each year on a Friday and Saturday to be named by the Management Committee. The County Council may allow Thursday to be taken also if considered expedient. The Institute shall hold two sittings per day, of three hours each, for at least two days, and one evening sitting. All questions and discussions foreign to the teachers' work shall be avoided. The officers of the Institute shall be a President, Vice-President and Secretary-Treasurer. There shall be a Management Committee of five persons, to be appointed by the members of the Institute. The officers and the Management Committee shall be elected annually.

92. The Inspector shall furnish the Secretary of the Institute with a list of teachers in his County or inspectoral division. Every Public School teacher shall attend continuously all the sessions of the Institute of his County or inspectoral division and shall answer to the calling of the roll at the opening and closing of each session. A report of the sessions attended by each teacher shall be sent by the Secretary to the Board of Trustees employing such teacher.

TEACHERS' READING COURSE.

93. The Minister of Education may prescribe a Course of Reading for the teachers of Public Schools. The Course shall extend over three years and certificates for reading more than three books in one year shall not be granted by the Inspector. For the purposes of the Course the year shall correspond with the calendar year. A teacher may enter on the Course by taking any of the books prescribed for the year. The list of books for each year will be announced by the Education Department.

94. Any teacher who desires a certificate of having taken the Public School Teachers' Reading Course shall make a synopsis of not less than ten or more than fifteen pages of each book read, and shall transmit the same to the Inspector of his district on or before the 30th day of June in each year. Such synopsis shall be accompanied by a fee of twenty-five cents and a declaration that the books prescribed for the year were read and that the synopsis submitted was prepared without assistance by the person signing the same.

95. The Management Committee of each Teachers' Institute shall appoint two persons, who with the Inspector shall form a Committee for determining whether the synopsis made by the teacher desiring a certificate indicates that the books have been read intelligently.

The Inspector shall issue a certificate for each book so read, on the form prescribed by the Minister of Education to every teacher whose synopsis has been found satisfactory. If a teacher is unable to read all the books prescribed for the year or if his synopsis of any book has been rejected, he may substitute the books of the next year for those omitted or rejected.

96. Any teacher who submits to the Education Department certificates showing that he has satisfactorily read nine of the books prescribed, shall be entitled to receive from the Minister of Education a Diploma certifying to the completion of one full reading course covering three years. Additional Diplomas shall be awarded to teachers who complete additional courses of three years.

RELIGIOUS INSTRUCTION.

97. Every Public and High School shall be opened with the Lord's Prayer and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education. When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the Trustees to that effect in writing ; and it shall be the duty of the Trustees to make such provision in the premises as they may deem expedient.

98. The Scriptures shall be read daily and systematically ; the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the Trustees, by resolution, may direct. Trustees may also order the reading of the Bible or the authorized Scripture Selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

99. No pupil shall be required to take part in any religious exercises objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire. If in virtue of the right to be absent from the religious exercises, any pupil does not enter the school room till the close of the time allowed for religious instruction, such absence shall not be treated as an offence against the rules of the school.

100. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon ; and if the clergy of more than one denomination apply to give religious instruction in the same school house, the Board of Trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees to allow a clergyman of any denomination, or his authorized representative, to give religious instruction to the pupils of his own church providing it be not during the regular hours of the school. Emblems of a denominational character shall not be exhibited in a Public School during regular school hours.

GRANTS TO WEAK SCHOOLS.

101. Where on the report of the Inspector or on other satisfactory evidence it appears that any school section is so limited in area, or is so remote from market or railway accommodation, or has suffered from any exceptional cause as to clearly establish the inability of the ratepayers to bear the ordinary burdens of taxation for school purposes, the Minister of Education may appropriate to such section out of the grant to Poor Schools such sum of money from year to year as he may deem expedient.

102. The Inspector shall submit to the County Council at the regular meeting thereof in January or June of each year, a list of the schools in his Inspectoral Division where the assessment for school purposes is insufficient for the proper maintenance of the school, and shall indicate in each case any special reason why the statutory grants for school purposes should be supplemented by County Council.

103. All schools receiving special grants, either from Township or County Council, shall receive from the Poor School Fund voted by the Legislature the equivalent of such

special grant, provided the sum voted by the Legislature is sufficient. When the Legislative grant is not sufficient to admit of paying the equivalent of the County or Township grant, then such grant shall be made *pro rata*. Any portion of the Poor School Fund remaining after such payments are made may be distributed among other week schools on the report of the Inspector.

SUPERANNUATED TEACHERS

104. Any subscriber to the fund for superannuated teachers who fails or neglects to pay the annual subscription of \$4 on or before the 31st of December in any year, shall be required to pay for such year the sum of \$5. In the case of persons under sixty years of age who have been placed upon the superannuated list, proof of disability for professional service shall be furnished annually to the Department. Should it appear that any superannuated teacher under sixty years of age is capable of resuming his profession, the allowance shall in the meantime be withdrawn. No allowance shall be paid unless satisfactory evidence of good moral character is furnished the Education Department annually, or when required.

TEXT BOOKS.

105. The copyright of every authorized text book shall, where possible, be vested in the Education Department. The publisher of an authorized text book shall submit to the Minister of Education a sample copy of every edition for approval, and no edition of any text book shall be considered as approved unless a certificate to that effect, in writing, has been issued by the Minister of Education.

106. Before any authorized text book is placed on the market, the publisher thereof shall execute such agreements and give such security for the publication of such book as may be required by the Minister of Education. Any authorized text book shall be subject at every stage of its manufacture to the inspection and approval of the Education Department as regards printing, binding and paper, and may be removed from the list of authorized text books in case the publisher fails to comply with the regulations of the Education Department.

107. Every authorized text book shall bear the imprint of the publisher, and shall show upon the cover the authorized retail price. No part of an authorized text book shall be used for advertising purposes, and no change shall be made in the letter press, binding or paper of any authorized text book without the consent of the Minister of Education. Books recommended as reference books shall not be used as text books by the pupils and any teacher who permits such books, or any other book not authorized as a text book for the Public Schools, to be used as such, shall be liable to such penalties as are imposed by the Schools Act.

GENERAL DIRECTIONS TO TRUSTEES.

108. The notice calling an annual or special meeting should be signed by the Secretary or by a majority of the trustees. Any ratepayer may call the meeting to order and nominate a chairman as soon as the hour appointed arrives. The business of all school meetings should be conducted according to the following rules of order:—

(1) *Addressing Chairman*.—Every elector shall rise previously to speaking, and address himself to the chairman.

(2) *Order of speaking*.—When two or more electors arise at once, the chairman shall name the elector who shall speak first, when the other elector or electors shall next have the right to address the meeting in the order named by the chairman.

(3) *Motion to be read*.—Any elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.

(4) *Speaking twice*.—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until everyone choosing to speak shall have spoken.

(5) *Protest*.—No protest against an election, or other proceedings of the school meeting, shall be received by the chairman. All protests must be sent to the Inspector within twenty days at least after the meeting.

(6) *Adjournment*.—A motion to adjourn a school meeting shall always be in order, provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.

(7) *Motion to be in writing and seconded*.—A motion cannot be put from the chair, or debated, unless the same be seconded. If required by the chairman, all motions must be reduced to writing.

(8) *Withdrawal of a motion*.—After a motion has been announced or read by the chairman, it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision, by the consent of the meeting.

(9) *Kind of motions to be received*.—When a motion is under debate no other motion shall be received, unless to amend it, or to postpone it, or for adjournment.

(10) *Order of putting motion*.—All questions shall be put in the reverse order in which they are moved. Amendments shall be put before the main motion; the last amendment first, and so on.

(11) *Reconsidering motion*.—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

(12) *Minutes*.—At the close of every annual or special meeting the chairman should sign the minutes, and send forthwith to the Inspector a copy of the same signed by himself and the Secretary.

(13) *Legal Trustee*.—Every Trustee declared elected by the Chairman of the school meeting is a legal Trustee until his election is set aside by proper authority.

(14) *Use of Seal*.—The seal of the school corporation should not be affixed to letters or notices, but only to contracts, agreements deeds, or other papers, which are designed to bind the Trustees as a corporation for the payment of money, or the performance of any special act, duty or thing.

INSTRUCTIONS AND REGULATIONS.

109 Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers in carrying out the provisions of these Regulations.

110 All former Regulations of the Education Department are hereby repealed.

SCHEDULE A.—PUBLIC SCHOOL COURSES OF STUDY.

Optional subjects are indicated with a *.

Form I.

Reading.—The use of the Tablets and Parts I and II. of the First Reader.

Spelling.—Spelling from dictation and orally.

Writing.—Writing from blackboard copies.

Geography.—Conversations respecting the earth; its divisions of land and water; its plants and animals: explanation of any reference to places in the reading lessons.

English Language.—Oral exercise in language, correction of mistakes in conversation.

Arithmetic.—Notation and numeration to 1,000; addition and subtraction; mental arithmetic.

Drawing.—The exercises in First Reader and blackboard exercises.

Music.—Rote singing.

Form II.

Reading.—The Second Reader; easy quotations on the literature of every lesson.

Spelling.—Oral spelling and dictation on slates and paper; blackboard exercises.

Writing.—Copy Books Nos. 1 and 2.

Geography.—Local geography and elementary definitions ; map of the world ; map geography of all places referred to in reading lessons.

English Language.—Oral and written exercises in language and composition ; correction of mistakes in conversation.

Arithmetic.—Notation and numeration to 1,000,000 ; multiplication and division ; mental arithmetic.

Physiology and Temperance.—Conversations on temperance, the use of alcoholic stimulants, and the laws of health.

Drawing.—Authorized Drawing Course, Nos. 1 and 2.

Music.—Rote singing, continued ; easy notation.

Form III.

Reading.—The Third Reader ; literature of every lesson.

Spelling.—Course in Form II. continued.

Writing.—Copy books Nos. 3 and 4.

Geography.—Definitions ; general geography of the Dominion of Canada ; North and South America ; Ontario more particularly ; map drawing.

Grammar and Composition.—Classes of words and their inflections ; simple analysis ; descriptive and letter writing.

History.—Conversations on British and Canadian History ; local history.

Arithmetic.—Reduction ; compound rules ; bills and accounts ; averages and aggregates ; sharing and measurements ; mental arithmetic.

Physiology and Temperance.—Conversations on temperance ; the physical effects of intoxicating liquors ; importance of exercise.

Drawing.—Authorized Drawing Course, Nos. 3 and 4.

Music.—Easy exercises in musical notation ; songs.

Form IV.

Reading.—The Fourth Reader ; the literature of every lesson.

Spelling.—Systematic orthography and orthoëpy.

Writing.—Copy Books Nos. 4 and 5.

Geography.—Geography of Canada and the British Empire ; the continents ; map drawing

Grammar and Composition.—Elements of formal grammar, analysis and composition. Descriptive, narrative and letter writing.

History.—Leading events in Canadian and British History, with special attention to Canadian History since 1841.

Arithmetic.—Measures, multiples, fractions, percentage, interest, mental arithmetic.

Physiology and Temperance.—Digestion, respiration, the circulation of the blood and the nervous system. The effects of alcohol and narcotics.

Drawing.—Authorized Drawing Course Nos. 5 and 6.

Music.—Course in Form IV. continued.

Agriculture (for rural schools).—Conversations.

Form V.

Reading.—Practice in oral reading continued.

English Grammar and Rhetoric.—Etymology and Syntax, including the inflection, classification and elementary analysis of words and the logical structure of the sentence ; rhetorical structure of the sentence and paragraph ; exercises chiefly on passages from authors not prescribed.

English Composition.—Essays on familiar subjects ; familiar letters.

English Poetical Literature.—Intelligent and appreciative comprehension of the selections read ; memorization of the finest passages ; supplementary reading from authors prescribed by the teacher ; oral reading of the texts. In Poetical Literature the course for Form V. will embrace such selections from the High School Reader as are recom-

mended by the teacher. No special selections are prescribed by the Department. Where the trustees have provided books for Supplementary Reading, such works as are recommended by the teacher, under the direction of the Inspector, may also be read.

History.—The History of Canada ; British History.

Geography.—The building up of the earth ; its land surface ; the ocean ; comparison of continents as to physical features, natural products and inhabitants ; relations of physical conditions to animal and vegetable products, and of natural products and geographical condition to the occupations of the people and national progress. Form, size and motions of the earth ; lines drawn on the map, with reasons for their position ; relation of the positions of the earth with respect to the sun, to light and temperature ; the air, its movements ; causes effecting climate. Natural and manufactured products of the countries of the world, with their exports and imports ; trans-continental commercial highways and their relation to centres of population ; internal commercial highways of Canada and the chief internal commercial highways of the United States ; commercial relations of Great Britain and her colonies. Forms of governments in the countries of the world and their relation to civilization.

Arithmetic and Mensuration.—Proofs of elementary rules in arithmetic ; fractions (theory and proofs) ; commercial arithmetic ; mental arithmetic ; measurement of rectilinear figures.

Algebra.—Elementary rules ; highest common measure ; lowest common multiple ; fractions begun.

Geometry.—Euclid, Book I., propositions 1-26 ; easy deductions.

Drawing.—Object and model drawing ; High School Drawing Course, Books Nos. 1 and 2.

Bookkeeping.—Bookkeeping by single and double entry ; commercial forms, such as drafts, notes and cheques ; general business transactions. The bookkeeping shall be specially suitable for farmers and artisans or for retail merchants and general traders.

**Botany.*—The practical study of representatives of the following natural orders of flowering plants : Ranunculacæ, Cruciferæ, Malvacæ, Leguminosæ, Rosacæ, Sapindacæ, Umbelliferæ, Compositæ, Labiatæ, Cupuliferæ, Aracæ, Liliacæ, Iridacæ, Coniferæ, and Gramineæ (types contained in text-book.) Drawing and description of plants and their classification. Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flowers, germination, reproduction of flowering plants, pollination, fertilization and the nature of fruits and seeds.

Agriculture (for rural schools).—The course in the authorized text book to page 73.

**Latin and Greek.*—The Elementary Latin Book, Grammar, Composition and sight reading. The Beginner's Greek Book begun.

**French and German* —Grammar, Composition and sight reading.

**Domestic Economy.*

**Manual Training.*

Note.—It should be remembered that Algebra and Geometry are obligatory subjects of Form V. The time to be devoted to these subjects as well as to Geography, Arithmetic and Mensuration, English Grammar, English Composition, History of Great Britain and Canada, is left to the discretion of the teacher, who should be guided by the Inspector (Regulation 17). Regarding Reading, English Literature, Drawing, Bookkeeping, Botany or Agriculture, the minimum amount of time, as specified herein for Part I Junior Leaving Standing, must be given. Throughout the course and especially in the lower Forms much attention should be given to elementary science or "Nature Study." The subject may be taken in connection with Geography.

SCHEDULE B.—HIGH SCHOOL COURSES OF STUDY

FORM I.

Reading.—Practice in Oral Reading.

English Grammar and Rhetoric.—Etymology and Syntax, including the inflection, classification and elementary analysis of words and the logical structure of the sentence ; rhetorical structure of the sentence and paragraph ; exercises chiefly on passages from authors not prescribed.

English Composition.—Essays on familiar subjects ; familiar letters.

English Political Literature.—Intelligent and appreciative comprehension of the selections read ; memorization of the finest passages ; Supplementary Reading from

authors provided in the High School library or supplied by pupils under the authority of the High School Board ; oral reading of the texts. In Poetical Literature for Forms I and II, no special texts are prescribed by the Department, but the pupils shall study such selections from the High School Reader as may be recommended by the Principal, together with such books for Supplementary Reading as he may recommend, and which may be obtained from the Library of the School.

History—The History of Canada ; British History.

Geography.—The building up of the earth ; its land surface ; the ocean ; comparison of continents as to physical features, natural products and inhabitants ; relations of physical conditions to animal and vegetable products, and of natural products and geographical condition to the occupations of the people and national progress. Form, size and motions of the earth ; lines drawn on the map with reasons for their position ; relations of the positions of the earth with respect to the sun, to light and temperature ; the air, its movement ; causes affecting climate. Natural and manufactured products of the countries of the world, with their exports and imports ; transcontinental commercial highways and their relations to centres of population ; internal commercial highways of Canada and the chief internal commercial highways of the United States ; commercial relations of Great Britain and her colonies. Forms of governments in the countries of the world and their relation to civilization.

Arithmetic and Mensuration.—Proofs of elementary rules in Arithmetic ; Fractions (theory and proofs) Commercial Arithmetic ; Mental Arithmetic ; Mensuration of rectilinear figures.

Algebra.—Elementary rules ; Highest Common Measure ; Lowest Common Multiple ; Fractions begun.

Geometry.—Euclid, Book I., propositions 1-26 ; easy deductions.

Drawing.—Object and Model Drawing, High School Drawing Course Books 1 and 2 ; *Perspective Drawing, Book 3.

Bookkeeping.—Book-keeping by single and double entry ; commercial forms, such as drafts, notes and cheques ; general business transactions. The bookkeeping shall be specially suitable for farmers and artisans or for retail merchants and general traders.

**Agriculture*.

**Domestic Science*.

**Manual Training*.

**Stenography*.—The elements of Pitman's system.

**Latin and Greek*.—The Elementary Latin Book, grammar, composition and sight-reading. The Beginners' Greek Book begun.

**French and German*.—Grammar, composition, conversation, dictation and sight-reading.

**Botany*.—The practical study of representatives of the following natural orders of flowering plants: Ranunculaceæ, Cruciferae, Malvaceæ, Leguminosæ, Rosaceæ, Sapindaceæ Umbelliferæ, Compositæ, Labiatæ, Cupuliferæ, Araceæ, Liliaceæ, Iridaceæ, Coniferae and Gramineæ (types contained in text book). Drawing and description of plants and their classification. Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flowers, germination, reproduction of flowering plants, pollination, fertilization and the nature of fruits and seeds.

FORM II.

Reading.—The course in Form I continued.

English Grammar and Rhetoric.—The course in Form I continued, with the main facts in the development of the language.

English Composition.—The course in Form I continued.

English Poetical Literature.—The course in Form I continued.

History.—Great Britain and Canada from 1763 to 1871, with the outlines of the preceding periods of British History. The Geography relating to the History prescribed.

Arithmetic and Mensuration.—Course in Arithmetic in Form I. reviewed and completed. Mensuration ; right parallelopipeds, pyramids and prisms ; the circle sphere, cylinder and cone.

Algebra.—The course in Form I. reviewed and completed, with simple equations of one, two and three unknown quantities ; simple problems.

Geometry.—Euclid ; Book I. ; deductions.

**Latin and Greek.*—The course in Latin in Form I. continued. The Beginner's Greek Book, to page 301 ; sight translation.

**French and German.*—The course in Form I. continued.

**Physics.*—An experimental course defined as follows :—Metric system of weights and measures. Use of the balance. Phenomena of gravitation. Matter attracts matter. Laws of attraction. Cavendish experiment. Attraction independent of condition. Illustration of weight of gases, liquids and solids. Specific gravity. Meaning of the term "a form of matter." All matter may be subjected to transmutation. "Chemistry," application of measurement by weight (mass) to such transmutation leads to the theory of elements. Matter indestructible. Meaning of "Force." Various manifestations of force, with illustrations from the phenomena of electricity, magnetism and heat. Force measured in gravitation units ; consequent double meaning of the terms expressing units of weight as mass and units of weight as force. Meaning of "Work." Measurement of work in gravitation units. Meaning of "Energy." Effect of force continuously applied to matter. Laws of matter in motion. Velocity ; Acceleration. Statement of Newton's laws of motion. Definition of "Mass" Meaning, value and application of "g." Mass a measure of matter. Conservation of energy. Energy, like matter, indestructible. and transmutable. Study of the states of matter. Properties and laws of gases, liquids and solids. Laws of diffusion. Elementary laws of heat. Mechanical equivalent. Latent heat Specific heat. Calorie.

**Bookkeeping.*—Bookkeeping by single and Double entry ; business forms, usages and correspondence. The Principal and the Board of Trustees may arrange any other course in Bookkeeping that in their opinion is better adapted to the interests of the pupils taking up the subject.

**Stenography.*—Course in Form I. continued.

FORM III.

English Composition.—Essay-writing.

English Poetical Literature.—Course in Form II. continued, with the prescribed texts.

History.—Outlines of Roman History to the death of Augustus, and of Greek History to the Battle of Chaeronea. The geography relating to the history prescribed.

Algebra.—Course in Form II. reviewed ; Square Root ; Indices ; Surds ; Quadratics of one or two unknown quantities.

Geometry.—Euclid ; Books I., II. and III. Deductions.

Latin and Greek.—Course in Form II. continued ; with the prescribed texts.

French and German.—Course in Form II. continued ; with the prescribed texts.

Chemistry.—An experimental course defined as follows :—Properties of Hydrogen, Chlorine, Oxygen, Sulphur, Nitrogen, Carbon and their more important compounds. Nomenclature. Laws of combination of the elements. The Atomic Theory and Molecular Theory.

Physics.—ELECTRICITY.—Voltaic cells, common kinds ; chemical action in the cell ; magnetic effects of the current ; chemical effects of the current ; voltameter ; astatic and tangent galvanometers ; simple notions of potential ; Ohm's law, with units ; best arrangement of cells ; electric light, arc and incandescent ; magnetism ; inclination and declination of compass ; current induction ; induction coil ; dynamo and motor ; electric bell ; telegraph ; telephone ; electro-plating. SOUND.—Caused by vibrations ; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air ; propagated by waves ; its velocity, determination of velocity ; pitch ; standard forks, acoustical $C = 512$, musical, $A = 870$; intervals ; harmonic scale ; diatonic scale ; equally tempered scale ; vibration of air in open and closed tubes, with wave-lengths ; resonators ; nodes and loops ; vibration of strings and wires ; reflection of sound ; manometric flames. LIGHT.—Rectilinear propagation ; image through a pin hole ; beam ; pencil ; photometry ; shadow and grease-spot photometers ; reflection and scattering of light ; laws of reflection ; images in plain mirrors ; multiple images in inclined mirrors ; concave and convex mirrors ; drawing images ; refraction ; laws and index of refraction ; total reflexion ; path through a prism ;

lenses ; drawing image produced by a lense ; simple microscope ; dispersion and color ; spectrum ; recombination of white light.

Botany.—The practical study of representatives of the flowering plants of the locality and representatives of the chief sub-divisions of cryptogams, such as a fern, a lycopod, a horse-tail, a liverwort, a moss, a lichen, a mushroom and a chara. The drawing and description of parts of plants and classification. Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization and the nature of fruit and seeds.

FORM IV.

English Composition.—Course in Form III. continued.

English Poetical Literature—Course in Form III. continued, with the prescribed texts.

History.—English History from the discovery of America to 1763. Ancient History, the course in Form III. reviewed. The geography relating to the history prescribed.

Algebra.—Course in Form III. reviewed, Theory of Divisors ; Ratio, Proportion and Variation ; Progressions ; Notation ; Permutations and Combinations ; Binominal Theorem ; Interest Forms ; Annuities.

Geometry.—Euclid. The course in Forms II. and III. reviewed ; Books IV. and VI. ; Definitions of Book V. ; Deductions.

Trigonometry.—Trigonometrical ratios, with their relations to each other ; Sines, etc., of the sum and difference of angles with deduced formulas ; Use of Logarithms ; Solution of Triangles ; expressions for the area of triangles ; Radii of circumscribed, inscribed and escribed circles.

Latin and Greek.—Course in Form III. continued, with the prescribed texts.

French and German—Course in Form III. continued, with the prescribed texts.

Physics.—An experimental course defined as follows:—**MECHANICS.**—Uniformly accelerated rectilinear motion, particularly under gravity ; composition and resolution of forces ; triangle and parallelogram of forces ; friction ; polygon of forces ; with easy examples. **HYDROSTATICS**—Fluid pressure at a point ; pressure on a horizontal plane ; pressure on an inclined plane ; resultant vertical pressure, and resultant horizontal pressure, when fluid is under air pressure and when not ; transmission of pressure ; Bramah's press ; equilibrium of liquids of unequal density in a bent tube ; the barometer ; air pump ; water pump common and force ; siphon. **ELECTRICITY.**—Voltaic cells, common kinds ; chemical action in the cell ; magnetic effects of the current ; chemical effects of the current voltameter ; astatic and tangent galvanometers ; simple notions of potential ; Ohm's law, with units, best arrangement of cells ; electric light, arc and incandescent ; magnetism ; inclination and declination of compass ; current induction ; induction coil ; dynamo and motor ; electric bell ; telegraph ; telephone ; electro-plating. **SOUND.**—Caused by vibrations ; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air ; propagated by waves ; its velocity ; determination of velocity ; pitch ; standard forks, accoustical C = 512, musical A = 870 ; intervals ; harmonic scale ; diatonic scale ; equally tempered scale ; vibration of air in open and closed tubes, with wave lengths ; resonators ; nodes and loops ; vibration of strings and wires ; reflection of sound ; manometric flames. **LIGHT.**—Rectilinear propagation ; image through a pin-hole ; beam ; pencil ; photometry shadow and grease-spot photometers ; reflection and scattering of light ; laws of reflection images in plain mirrors ; multiple images in inclined mirrors ; concave and convex mirrors ; drawing images ; refraction ; laws and index of refraction ; total reflection ; path through a prism ; lenses ; drawing image produced by a lense ; simple microscope ; dispersion and color ; spectrum ; recombination of white light.

Chemistry. Chemical theory. The practical study of the following elements, with their most characteristic compounds, in illustration of Mendeleeff's classification of the elements. Hydrogen ; Sodium ; Potassium ; Magnesium, Zinc ; Calcium ; Strontium Barium ; Boron, Aluminum ; Carbon, Silicon ; Tin, Lead ; Nitrogen ; Phosphorus ; Arsenic Antimony ; Bismuth ; Oxygen, Sulphur ; Fluorine, Chlorine, Bromine, Iodine : Manganese, Iron. Elementary Qualitative Analysis.

Biology.—ELEMENTS OF ZOOLOGY.—Thorough examination of the external form, the gills and the viscera of some common fish. Study of the prepared skeleton of the same. Demonstration of the arrangement of the muscular and nervous systems and the sense organs, as far as these can be studied without the aid of a microscope. Comparison of the structure of the frog with that of the fish. The skeleton of the pectoral and pelvic girdles, and of the appendages of the frog, and the observation of the chief facts in the development of its spawn, till the adult form is attained. Examination of the external form of a turtle and a snake. Examination of the structure of a pigeon or a fowl. Study of the skeleton and also of the teeth and viscera of a cat or dog. Study of the crayfish as a type of the Arthropods. Comparison of the crayfish with an insect (grasshopper, cricket or cockroach), also with a millipede and a spider. Examination of an earthworm and a leech. Study of a fresh water mussel and a pond snail. The principles of zoological nomenclature as illustrated by some of the common fresh-water fish, such as the sucker and herring, bass and perch. Study of an amoeba or paramoecium as a type of a unicellular animal. The modifications of the form of the body in vertebrates in connection with different methods of locomotion. ELEMENTS OF BOTANY.—The practical study of representatives of the flowering plants of the locality in which the school is situated, and representatives of the chief sub-divisions of cryptogams, such as a fern, a lycopod, a horsetail, a liver wort, a moss, a lichen, a mushroom and a chara. An elementary knowledge of the microscopic structure of the Bean and the Maize. The drawing and description of parts of plants and classification. Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization and the nature of fruit and seeds.

SCHEDULE C.—EXAMINATION REQUIREMENTS.

Part I, Junior Leaving Standing.

Geography.

The building up of the earth ; its land surface ; the ocean ; comparison of continents as to physical features, natural products and inhabitants ; relation of physical conditions to animal and vegetable products, and of natural products and geographical condition to the occupations of the people and national progress. Form, size and motions of the earth ; lines drawn on the map, with reasons for their position ; relation of the positions of the earth with respect to the sun, light and temperature ; the air ; its movements ; causes affecting climate. Natural and manufactured products of the countries of the world, with their exports and imports ; transcontinental commercial highways and their relation to centres of population ; internal commercial highways of Canada and the chief internal commercial highways of the United States ; commercial relations of Great Britain and her colonies. Forms of government in the countries of the world and their relation to civilization. One examination paper.

Arithmetic and Mensuration.

Proofs of elementary rules in Arithmetic ; fractions (theory and proofs) ; commercial Arithmetic ; mental Arithmetic ; Mensuration of rectilinear figures. One examination paper. (The questions will call for accuracy and will have special reference to the requirements of ordinary life.

English Grammar.

Etymology and Syntax, including the inflection, classification and elementary analysis of words and the logical structure of the sentence and paragraph ; exercises chiefly on passages from authors not prescribed. One examination paper. (The questions will call for such an elementary knowledge of the subject as will be of special value in the ordinary use of the language.

English Composition.

For examination purposes an essay of about two pages of foolscap on one of the themes prescribed by the examiners will be required. The penmanship, spelling, punctuation, construction of sentences, the logical arrangement of the thought, the literary accuracy and aptness of the language and the general plan or scope of the whole essay will be especially considered by the examiners. One examination paper.

History of Great Britain and Canada.

Great Britain and Canada from 1763 to 1885, with the outlines of the preceding periods of British History.

The Geography relating to the History prescribed. One examination paper.

(Part II, Junior Leaving Standing.)

English.

ENGLISH GRAMMAR AND RHETORIC : Etymology and Syntax, including the inflection, classification and elementary analysis of words, and the logical structure of the sentence ; rhetorical structure of the sentence and paragraph ; exercises chiefly on passages from authors not prescribed ; the main facts in the development of the language. One examination paper.

COMPOSITION : Any essay, to which special importance will be attached, on one of several themes set by the examiners. In order to pass in this subject, legible writing, correct spelling and punctuation, and proper construction of sentences are indispensable. The candidate should also give attention to the structure of the whole essay, the effective ordering of the thought, and the accurate employment of a good English vocabulary.

About two pages of foolscap is suggested as the proper length for the essay ; but quality, not quantity, will be mainly regarded. One examination paper.

LITERATURE : Such questions only shall be set as may serve to test the candidate's familiarity with, and intelligent and appreciative comprehension of the prescribed texts. The candidate will be expected to have memorized some of the finest passages. In addition to the questions on the prescribed selections, others shall be set on a "sight passage" to test the candidate's ability to interpret literature for himself. One examination paper.

Ancient History.

(1) General outlines of Greek History to the Battle of Chæronea, 338 B. C.

(2) General outlines of Roman History to the Death of Augustus.

The Geography relating to the History prescribed.

One examination paper.

Mathematics.

ARITHMETIC AND MENSURATION : Proofs of elementary rules in Arithmetic : fractions (theory and proofs) ; commercial Arithmetic ; mental Arithmetic : Mensuration of right parallelopipeds, pyramids and prisms ; the circle, sphere, cylinder and cone. One examination paper.

ALGEBRA : Elementary Rules ; Highest Common Measure ; Lowest Common Multiple ; Fractions ; Square Root ; Simple Equations of one, two, and three unknown quantities ; Indices ; Surds ; Quadratics of one and two unknown quantities.

One examination paper.

GEOMETRY : Euclid, Books I., II., and III., easy deductions.

One examination paper.

Physics.

(a) Use of metre rule ; use of calipers and vernier for more accurate metric measurements (*e. g.*, diameters of wires, thickness of glass, plates, etc.) ; numerical calculations in the metric system.

Use of balance.

Specific gravity, by specific gravity bottle and hydrostatic balance, of liquids and of solids.

Boyle's law ; barometer ; diffusion of gasses.

Use of Fahrenheit and Centigrade thermometers ; determination of zero and boiling point ; boiling point dependent on pressure.

Expansion of solids, liquids and gases ; examples.

Specific heat ; latent heat ; easy numerical examples.

Transmutation of matter ; indestructibility of matter.

Solution, precipitation, crystallization and evaporation.

(b) **ELECTRICITY.**—Voltaic cells, common kinds ; chemical action in the cell ; magnetic effects of the current ; chemical effects of the current ; voltameter ; astatic and tangent galvanometers ; simple notions of potential ; Ohm's law, with units ; best arrangement of cells ; electric light, arc and incandescent ; magnetism ; inclination and declination of compass ; current induction ; induction coil ; dynamo and motor ; electric bell ; telegraph ; telephone ; electro-plating. **SOUND.**—Caused by vibrations ; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air ; propagated by waves ; its velocity ; determination of velocity ; pitch ; standard forks, acoustical C=512, musical A=870 ; intervals ; harmonic scale ; diatonic scale ; equally tempered scale ; vibration of air in open and closed tubes with wave lengths ; resonators ; nodes and loops ; vibration of strings and wires ; reflection of sound ; manometric flames. **LIGHT**—Rectilinear propagation ; image through a pin hole ; beam ; pencil ; photometry ; shadow and grease spot photometers ; reflection and scattering of light ; laws of reflection ; images in plain mirrors ; multiple images in inclined mirrors ; concave and convex mirrors ; drawing images ; refraction ; laws and index of refraction ; total reflection ; path through a prism ; lenses ; drawing image produced by a lens ; simple microscopic ; dispersion and color ; spectrum recomposition of white light.

One examination paper.

There will be no separate written examination in (a), but the examination paper in Physics, while mainly confined to the course in that subject as outlined for (b), will also assume that the candidate possesses a competent knowledge of (a).

Latin

Translation into Latin of English phrases and easy sentences to illustrate Latin accidence and the common rules of Latin syntax.

Translation into Latin of easy narrative English based upon the first twenty-five chapters of the prescribed Cæsar.

Translation at sight (with the aid of vocabularies) from some easy prose author.

Translation from prescribed texts, with grammatical and other questions naturally arising from the extracts set for translation.

Two papers will be set: (1) Translation of English into Latin. (2) Prescribed texts and translation at sight, with questions on Grammar, etc.

N.B.—The Roman method of pronouncing Latin is recommended.

French.

The candidate's knowledge of French will be tested by : (1) simple questions on grammar, (2) the translation of simple passages from English into French, (3) translation at sight of easy passages from modern French and (4) an examination on the texts prescribed.

Two passages will be set : (1) prescribed texts and translation at sight ; questions on Grammar ; (2) the translation of English into French.

Greek.

Translation into English of passages from prescribed texts.

Translation at sight (with the aid of vocabularies) of easy Attic prose to which special importance will be attached.

Grammatical questions on the passages from prescribed texts will be set, and such other questions as arise naturally from the context.

Translation from English into Greek of sentences and of easy narrative passages based upon the prescribed prose texts.

Two papers will be set : (1) prescribed texts and translation at sight ; questions on Grammar ; (2) the translation of English into Greek.

German.

The candidate's knowledge of German will be tested by : (1) simple questions on grammar, (2) the translation of simple passages from English into German, (3) translation at sight of easy passages from modern German, and (4) an examination on the texts prescribed.

Two papers will be set : (1) prescribed texts and translation at sight ; questions on Grammar ; (2) the translation of English into German.

Chemistry.

Properties of Hydrogen, Chlorine, Oxygen, Sulphur, Nitrogen, Carbon, and their more important compounds. Nomenclature. Laws of combination of the elements. The Atomic Theory and Molecular Theory.

One examination paper.

(Part I, Senior Leaving Standing).

English.

COMPOSITION : An essay, to which special importance will be attached, on one of several themes set by the examiner.

One examination paper.

LITERATURE : The candidate will be expected to have memorized some of the finest passages. Besides questions to test the candidates familiarity with, and comprehension

f the prescribed selections, questions may also be set to determine within reasonable limits his power of appreciating literary art.

RHETORIC : Reading of prose authors in connection with the study of rhetoric.

One examination paper.

Mathematics.

ALGEBRA : Elementary Rules ; Highest Common Measure ; Lowest Common Multiple ; Fractions ; Square Root ; Simple Equations of one, two and three unknown quantities ; Indices ; Surds ; Quadratics of one and two unknown quantities ; Theory of Divisors ; Ratio, Proportion, and Variation ; Progressions ; Notation ; Permutations and Combinations ; Binomial Theorem ; Interest Forms ; Annuities.

One examination paper.

GEOMETRY : Euclid, Books I, II, III, IV, and VI ; Definitions of Book V ; Deductions.

One examination paper.

TRIGONOMETRY : Trigonometrical ratios with their relations to each other ; Sines, &c., of the sun and difference angles with deduced formulas ; Use of Logarithms ; Solution of Triangles ; Expressions for the area of Triangles ; Radii of circumscribed, inscribed, and escribed circles.

One examination paper.

History.

English History from the discovery of America to 1763.

General outlines of Greek History to the battle of Chæronea, 338 B.C. Special attention to be paid to the following : General characteristics of Greece and the Greeks ; ancient institutions ; constitution of Athens and Sparta ; Persian wars ; growth of the Athenian Empire ; characteristics of the age of Pericles ; Peloponnesian wars ; rise of Thebes ; Theban supremacy ; rise of Macedon ; downfall of Greece.

General outlines of Roman History to the death of Augustus. Special attention to be given to the following : General characteristics of Italy and the Roman people ; struggle of the Plebians for political and social equality ; conquest of Italy ; Punic wars ; how Rome governed and was governed ; internal and external History of Rome from the downfall of Carthage to the death of Augustus.

The Geography relating to the History prescribed.

One examination paper.

(Part II, Senior Leaving Standing).

Physics.

MECHANICS : Measurement of velocity ; uniformly accelerated rectilinear motion ; metric units of force, work, energy, and power ; equilibrium of forces acting at a point ; triangle, parallelogram, and polygon of forces ; parallel forces ; principal moments ; centre of gravity ; laws of friction ; numerical examples.

HYDROSTATICS : Fluid pressure at a point ; pressure on a horizontal plane ; pressure on an inclined plane ; resultant vertical pressure, and resultant horizontal pressure, when fluid is under air pressure and when not ; transmission of pressure ; Bramah's press ; equilibrium of liquids of unequal density in a bent tube ; the barometer ; air-pump, water-pump, common and force ; siphon.

ELECTRICITY : Voltaic cells, common kinds ; chemical action in the cell ; magnetic effects of the current ; chemical effects of the current ; voltameters electroplating ; astatic and tangent galvanometers ; simple notions of potential ; Ohm's law ; shunts ; measurement of resistance ; electric light, arc and incandescent ; current induction ; induction

coil ; dynamo and motor ; the joule and watt ; electric bell ; telegraph ; telephone ; elements of terrestrial magnetism.

One examination paper.

Latin.

Translation into English of passages from prescribed texts.

Translation at sight of passages of average difficulty, similar in style to the authors read.

Grammatical questions on the passages from prescribed texts will be set, and such other questions as arise naturally from the context.

Translation into Latin of easy passages of English, similar in style to the authors read.

Two examination papers.

French.

The prescription of work in grammar, the translation of English into French and sight translation is the same for Senior Leaving Standing as for Junior Leaving Standing, but the examination will be of a more advanced character.

i Two examination papers.

Greek.

Translation into English of passages from prescribed texts.

Translation at sight of passages of average difficulty, similar to the authors read.

Grammatical questions on the passages from prescribed texts will be set, and such other questions as arise naturally from the context.

Translation into Greek of ordinary narrative passages of English, similar to the authors read.

Two examination papers.

German.

The prescription of work in grammar, the translation of English into German and sight translation is the same for Senior Leaving Standing as for Junior Leaving Standing, but the examination will be of a more advanced character.

Two examination papers.

Chemistry.

Chemical Theory. The study of the following elements, with their most characteristic compounds, in illustration of Mendelejeff's Classification of the Elements : Hydrogen Sodium, Potassium ; Magnesium, Zinc ; Calcium, Strontium, Barium ; Boron, Aluminium Carbon, Silicon, Tin, Lead ; Nitrogen, Phosphorus, Arsenic, Antimony, Bismuth Oxygen, Sulphur ; Fluorine, Chlorine, Bromine, Iodine ; Manganese, Iron. **Elementary Qualitative Analysis.**

A practical examination shall be held in connection with this subject, a pure sample will be sent out for qualitative analysis, and the candidate shall be allowed the use of an analytical table.

One examination paper.

Biology

1. *Elements of Zoology* : Thorough examination of the external form, the gills, and the viscera of some common fish. Study of the prepared skeleton of the same. Demonstration of the arrangement of the muscular and nervous systems and the sense-organs, as far as these can be studied without the aid of the microscope.

Comparison of the structure of the frog with that of the fish. The skeleton of the pectoral and pelvic girdles and of the appendages of the frog, should be studied, and the chief facts in the development of its spawn till the adult form is attained should be observed.

Examination of the external form of a turtle and a snake.

Examination of the structure of a bird.

Study of the skeleton, and also of the teeth of a cat or dog.

Study of the crayfish as a type of the Arthropods.

Comparison of the crayfish with an insect (grasshopper, cricket, or cockroach) ; also with the millipede and a spider.

Examination of an earthworm.

Study of a fresh-water mussel.

The principles of zoological nomenclature as illustrated by some of the common fresh water fish, such as the sucker and herring, bass and perch.

Study of an amoeba, or paramoecium as a type of a unicellular animal.

The modifications of the form of the body in vertebrates in connection with different methods of locomotion. The natural habits of the various animals examined.

2. *Elements of Botany* : The examination will test whether the candidate has practically studied representatives of the flowering plants of the locality in which the preparatory school is situated, and representatives of the chief subdivisions of cryptogams, such as a fern, a lycopod, a horsetail, a liverwort, a moss, a lichen, a mushroom, and a chara.

An elementary knowledge of the microscopic structure of the bean and the maize. Attention will be given in the examination to drawing and description of parts of plants supplied, and to their classification. Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization, and the nature of fruit and seeds.

A practical examination shall be held in connection with this subject. The material for examination will consist of two plants, a microscopic section and an animal.

Two examination papers.

COMMERCIAL DIPLOMA.

The course for a Commercial Diploma will consist of two Parts (I and II). Part I. will be the same as Part I. of Junior Leaving. Part II. will embrace the following Commercial subjects:—Bookkeeping and Writing ; Commercial Transactions, Business forms and usages ; Stenography (Theory) ; Stenography (Dictation). Bookkeeping shall be taken up in six sets as follows :—

Set I. shall show transactions extending over a period of two months ; the transactions of the first month being done by Single Entry, and of the second by Double Entry, and showing the change from Single to Double Entry. Books to be used : Day Book (1st month), Journal Day Book (2nd month), Cash Book, Bill Book and Ledger.

Set II. The transactions shall be the same as for Set I., those of the first month being done by Double Entry, and of the second month by Single Entry, and showing the change from Double Entry to Single Entry. Books to be used : Four Column Journal with special columns for Mdse. Purchases and Sales (1st month), Day Book (2nd month), Cash Book, Bill Book and Ledger.

Set III. A Double Entry set with two partners. Books to be used : Journal Day Book with special column for Mdse. Sales, Cash Book, Invoice Book, Bill Book and Ledger, the first three as books of original entry.

Set IV. A Double Entry set ; a continuation of Set III., the posting being done in the same ledger. A third partner shall be admitted and the transactions shall include shipments and consignments. Books to be used : Journal Day Book, Cash Book, Invoice Book, Sales Book, Bill Book and Ledger, the first four as books of original entry.

Set V. A Doubly Entry set ; a continuation of Set IV., the posting being done in a new ledger. A fourth partner shall be admitted, and the transactions shall include wholesale merchandising, shipment companies and merchandise companies. Books to be used : The same as for Set IV.

Set VI. A set in Manufacturing. Books to be used : Journal Day Book, with a special column for Mdse. Sales, Cash Book, Time Book and Ledger.

The Cash Book shall be a book of original entry in all of the Double Entry sets, various special columns being used in the different sets. A monthly Trial Balance shall be made in connection with Sets III., IV. and V., and Statements of Resources and Liabilities, and of Losses and Gains for all of the sets. The transactions in the different sets shall be different from year to year. The sets may recur tri-ennially, and shall consist of not less than 20 pages of foolscap.

The bookkeeping sets of pupils who write at the examination for a Commercial Diploma shall be examined by the teacher and a report sent to the Education Department.

Business Forms and Usages.—Negotiable paper ; promissory notes ; special notes ; bills of exchange ; acceptance ; negotiation of bills, notes ; cheques ; collection of accounts ; discharge and dishonor ; special forms of due bills and orders ; accounts, invoices and statements ; interest ; partnerships ; receipts and releases ; banking ; and commercial correspondence.

Stenography.—At the examination in dictation in stenography, the candidate shall be required to have attained the rate of fifty words per minute. He shall also be required to transcribe his work into longhand at the rate of twelve words per minute. The dictated matter shall consist of business letters and legal documents.

Four examination papers, each valued at 100.

SCHEDULE D.—COURSE FOR COMMERCIAL SPECIALISTS.

Bookkeeping.—Single and Double entry bookkeeping ; wholesale and retail merchandising, commission business, manufacturing ; warehousing, steamboating, exchange, joint stock companies, municipalities, societies and public institutions ; statements and balance sheets, partnership adjustments, liquidation and administration of estates, auditing, filing papers, the use of special columns and the various other expedients in bookkeeping to save time and labor and secure accuracy of work

Penmanship.—Theory and practice of penmanship, Spencerian and vertical ; ledger headings ; marking and engrossing.

Commercial Arithmetic.—Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, application of logarithms, stocks and investments, partnership settlements, partial payments, equation of payments, and exchange.

Banking.—Money and its substitutes ; exchange ; incorporation and organization of banks ; business of banks, their relation to each other and to the business community ; the clearing house system ; legal requirements as to capital, shares, reserves, dividends, note issue ; insolvency and consequent liability.

Business Forms.—Invoices, accounts, statements, due bills, orders, receipts, warehouse receipts, deposit receipts, deposit slips, bank pass books, promissory notes, bills of

exchange; bank drafts, cheques, bonds, debentures, coupons, instalment scrips, stock certificates, stock transfers, proxies, letters of credit, affidavits, balance sheets, pay sheets, time sheets, and special forms of general bookkeeping, books to suit special cases.

Laws of Business.—Contracts, statute of limitations; negotiable paper and endorsements; sales of personal property; accounts, invoices, statements, etc.; chattel mortgages; real estate and mortgages; interest; agency; partnership; corporations; guarantee and suretyship; receipts and releases; insurance; master and servant; landlord and tenant; bailment; shipping and transportation; host and guest; telegraphs; auctions; patents; copyrights; trade marks and industrial designs; affidavits and declarations, subjects and aliens; wills, and joint stock companies.

Stenography.—The principles of Stenography; writing from dictation at a speed of sixty words per minute, and accurate transcription into longhand at a speed of twelve words per minute; the dictated matter to comprise business correspondence or legal documents.

Drawing.—Object and Model Drawing; Perspective and Geometrical Drawing.

DEPARTMENTAL REGULATIONS.

Approved, August, 1901.

TEXT BOOKS AUTHORIZED FOR USE IN PUBLIC SCHOOLS, HIGH SCHOOLS AND TRAINING SCHOOLS.

1. The text books named in Schedule "A" shall be the authorized text-books for Public Schools. Pupils taking any optional subject in the Public School course may use the text-book authorized in such optional subject. The text-books in French and German are authorized only for schools where the French or German language prevails and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English. Text-books marked "optional" shall be introduced into the Public Schools only by resolution of the Board of Trustees. Books authorized in Forms I. and II. of the High School course may be used by pupils taking the corresponding subjects of Continuation Classes.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the course of study prescribed in Forms I., II., and III. Books authorized for use in the Public Schools may be used in Forms I. and II.

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Ontario Normal College. Only such books shall be used by the teachers-in-training as may be ordered by the Principal.

4. Any text-books used in any school on the 1st July, 1901, and recommended by resolution of the Trustees to be continued in use, shall be deemed as authorized in such school until further notice. The vertical or slanting copy books heretofore authorized, and published by the Rose Publishing Company, may be used in any Public School.

5. For religious instruction, either the Sacred Scriptures, or the Scripture Readings adopted by the Education Department, shall be used as prescribed by the Regulations of the Education Department.

PUBLIC SCHOOLS. (SCHEDULE A.)

First Reader, Part I	\$0 10
First Reader, Part II	0 15
Second Reader	0 20
Third Reader	0 30
Fourth Reader	0 40
High School Reader	0 50
Public School Arithmetic	0 25

Public School Algebra and Euclid.....	0 25
Public School Geography.....	0 75
Public School Grammar.....	0 25
Public School History of England and Canada.....	0 30
History of the Dominion of Canada, Clement (for Fifth Form).....	0 50
Public School Drawing Course, each number.....	0 05
Public School Physiology and Temperance.....	0 25
Public School Copy Book—Casselman.....	0 07
Practical Speller—Gage.....	0 25
Public School Bookkeeping (*Black).....	0 25
Public School Agriculture.....	0 30
Public School Domestic Science (optional).....	0 50

French-English Readers.

First Reader, Part I.....	\$0 10
First Reader, Part II.....	0 15
Second Reader.....	0 25
Third Reader.....	0 35

German-English Readers.

Ahn's First German Book.....	\$0 25
Ahn's Second German Book.....	0 45
Ahn's Third German Book.....	0 45
Ahn's Fourth German Book.....	0 50
Ahn's First German Reader.....	0 50

HIGH SCHOOLS AND COLLEGIATE INSTITUTES (SCHEDULE B.)

English.

High School Reader.....	\$0 50
High School English Grammar.....	0 75
High School English Composition.....	0 50
High School Composition from Models.....	0 75

History and Geography.

High School Geography.....	\$1 00
High School History of England and Canada.....	0 65
High School History of Greece and Rome.....	0 75
Or Myers' Ancient History—Greece and Rome—Canadian Edition.....	0 75
History of the Dominion of Canada—Clement.....	0 50

Mathematics.

High School Arithmetic.....	\$0 60
High School Algebra.....	0 75
Elements of Algebra. McLellan.....	0 75
High School Euclid (Books I, II, III, 50 cents).....	0 75

Classics.

First Latin Book and Reader.....	\$1 00
Primary Latin Book and Reader.....	1 00
High School Beginner's Greek Book.....	1 50

Moderns.

High School French Grammar and Reader.....	\$1 00
High School German Grammar and Reader.....	1 00

*The book of forms, prepared by the same author to accompany this work, is not compulsory but optional only.

Science

High School Physical Science, Part I., 50 cents ; Part II.	\$0 75
High School Botany, Part II.	0 60
High School Chemistry	0 50

Bookkeeping and Drawing.

High School Bookkeeping	\$0 60
High School Drawing Course, each number	0 10

Cadet Drill.

High School Cadet Drill (optional)	\$0 40
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TRAINING SCHOOLS. (SCHEDULE C.)

County Model Schools.

School Management, Millar	\$1 00
Methods in Teaching. Edited by Tilley.	1 50
Public School Physiology and Temperance	0 25
Psychology applied to Teaching, Baldwin	1 50
Hand Book of Method for Teaching Phonic Reading, MacCabe	0 50
Steps in the Phonic System, Cullin & Niven	0 50
Elementary Phonetics, Burt	0 35
Elementary Treatise on Arithmetic, Taylor	0 50
Mental Arithmetic, McLellan & Ames	0 30
Algebraical Exercises, Barnes	0 30
Introductory Geometry, MacLean	0 50

Normal Schools.

Lectures on Teaching, Fitch	\$1 00
School Management, Millar	1 00
Educational Reformers, Quick	1 50
Applied Psychology, McLellan	1 00
First Year at School, Sinclair	0 50
High School Cadet Drill Manual	0 40
Hints on Teaching Arithmetic, McLean	0 50
Public School Domestic Science	0 50

Ontario Normal College.

Applied Psychology, McLellan	1 00
Education, Spencer	0 50
School Management, Millar	1 00
School Management, Landon	1 50
Educational Reformers. Quick	1 50
High School Cadet Drill Manual	0 40
Physical Culture, Houghton	0 50
Physical Education, McLaren, Part II., sections II. and III.	2 00

TEACHERS' READING COURSE FOR 1902. (SCHEDULE D.)

Dickens as an Educator, Hughes	\$1 50
The Art of Study, Hinsdale	1 00
Canada under British Rule, Bourinot	1 25

NOTE—Candidates for admission to the Normal Schools in August, 1902, and in January, 1903, will be examined on the books in the Teachers' Reading Course as above.

APPORTIONMENT OF THE LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1901.

The apportionment of the Grant to the several municipalities is based upon the latest Returns of Population for the year 1901, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective County, City, Town, and Village Treasurers.

Under the provisions of Section 5 of "An Act respecting the Education Department, 1901," the Education Department is empowered "to appropriate out of moneys voted by the Legislature for public and separate schools, a sum not exceeding \$5.00 for every school in which the Regulations of the Department as to equipment, ventilation, heating, lighting and the care of the premises generally have been complied with."

Each County Inspector is therefore authorized to deduct from the apportionment of each township such an amount as will provide the sum of \$5.00 to be paid on his order to each Trustee Board that has complied with the requirements mentioned.

Toronto, May, 1901.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1901.

1. COUNTY OF BRANT.

<i>Municipalities.</i>	<i>Apportionment.</i>
Brantford.....	\$658 00
Burford.....	526 00
Dumfries, South.....	317 00
Oakland.....	84 00
Onondaga.....	136 00
Total.....	\$1,721 00

2. COUNTY OF BRUCE.

Albemarle.....	\$180 00
Amabel.....	329 00
Arran.....	303 00
Brant.....	470 00
Bruce.....	374 00
Carrick.....	322 00
Culross.....	252 00
Eastnor.....	201 00
Elderslie.....	280 00
Greenock.....	272 00
Huron.....	391 00
Kincardine.....	485 00
Kinloss.....	293 00
Lindsay and St. Edmunds.....	87 00
Saugeen.....	178 00
Total.....	\$4,417 00

3. COUNTY OF CARLETON.

Fitzroy.....	\$311 00
Gloucester.....	507 00
Goulbourn.....	310 00
Gower North.....	272 00
Huntley.....	271 00
March.....	110 00
Marlborough.....	190 00
Nepean.....	472 00
Osgoode.....	527 00
Torbolton.....	114 00
Total.....	\$3,084 00

4. COUNTY OF DUFFERIN.

<i>Municipalities.</i>	<i>Apportionment.</i>
Amaranth.....	\$318 00
Garafraxa, East.....	220 00
Luther, East.....	219 00
Melancthon.....	428 00
Mono.....	386 00
Mulmur.....	359 00
Total.....	\$1,930 00

5. COUNTY OF ELGIN.

Aldborough.....	\$545 00
Bayham.....	431 00
Dorchester, South.....	182 00
Dunwich.....	394 00
Malahide.....	458 00
Southwold.....	456 00
Yarmouth.....	581 00
Total.....	\$3,047 00

6. COUNTY OF ESSEX.

Anderdon.....	\$190 00
Colchester, North.....	228 00
" South.....	340 00
Gosfield, North.....	243 00
" South.....	292 00
Maidstone.....	279 00
Malden.....	100 00
Mersea.....	514 00
Pelee Island.....	76 00
Rochester.....	211 00
Sandwich East.....	169 00
" West.....	279 00
" South.....	201 00
Tilbury, North.....	252 00
" West.....	272 00
Total.....	\$3,646 00

7. COUNTY OF FRONTENAC.

<i>Municipalities.</i>	<i>Apportionment.</i>
Barrie	\$4 00
Bedford	178 00
Clarendon and Miller	107 00
Garden Island	32 00
Hinchinbrooke	150 00
Howe Island	
Kennebec	154 00
Kingston	289 00
Loughborough	171 00
Olden	133 00
Oso	133 00
Palmerston and Canonto	104 00
Pittsburg	262 00
Portland	265 00
Storrington	213 00
Wolf Island	127 00
Total	\$2,382 00

8. COUNTY OF GREY.

Artemesia	\$431 00
Bentinck	405 00
Collingwood	448 00
Derby	232 00
Egremont	391 00
Euphrasia	399 00
Glenelg	293 00
Holland	387 00
Keppel	439 00
Normanby	509 00
Osprey	405 00
Proton	353 00
Sarawal	154 00
St. Vincent	346 00
Sullivan	405 00
Sydenham	408 00
Total	\$6,005 00

9. COUNTY OF HALDIMAND.

Canborough	\$113 00
Cayuga North	187 00
“ South	95 00
Dunn	102 00
Moulton	224 00
Oneida	181 00
Rainham	202 00
Seneca	224 00
Sherbrooke	47 00
Walpole	516 00
Total	\$1,891 00

10. COUNTY OF HALIBURTON

Anson and Hindon	\$ 33 00
Cardiff	72 00
Dudley, Dysart, Harcourt, Harburn, Guilford	122 00
Glamorgan	64 00
Livingstone	5 00
Lutterworth	55 00
McClintock	6 00
Minden	150 00
Monmouth	64 00

10. COUNTY OF HALIBURTON.—*Con.*

<i>Municipalities.</i>	<i>Apportionment.</i>
Nightingale	1 00
Sherbourne	17 00
Snowdon	9 00
Stanhope	53 00
Total	\$740 00

11. COUNTY OF HALTON.

Esquesing	\$458 00
Nassagaweya	280 00
Nelson	331 00
Trafalgar	419 00
Total	\$1,488 00

12. COUNTY OF HASTINGS.

Carlow	\$ 75 00
Dungannon	86 00
Elzevir and Grimsthorpe	160 00
Faraday	131 00
Hungerford	430 00
Huntingdon	303 00
McClure, Wicklow and Bangor	125 00
Herschel and Monteagle	223 00
Madoc	327 00
Marmora and Lake	138 00
Mayo	69 00
Rawdon	387 00
Sidney	489 00
Thurlow	517 00
Tudor and Cashel	104 00
Limerick	69 00
Wollaston	89 00
Tyendinaga	387 00
Total	\$4,109 00

13. COUNTY OF HURON.

Ashfield	\$343 00
Colborne	222 00
Goderich	297 00
Grey	418 00
Hay	383 00
Howick	466 00
Hullett	339 00
McKillop	313 00
Morris	306 00
Stanley	264 00
Stephen	463 00
Tuckersmith	303 00
Turnberry	266 00
Usborne	287 00
Wawanosh, East	238 00
“ West	238 00
Total	\$5,146 00

14. COUNTY OF KENT.

Camden	\$311 00
Chatham	628 00
Dover	443 00
Harwich	531 00
Howard	435 00
Orford	313 00
Raleigh	500 00
Romney	228 00

14. COUNTY OF KENT. —*Con.*

<i>Municipalities.</i>	<i>Apportionment.</i>
Tilbury, East.....	410 00
Zane	148 00
Total	\$3,947 00

15. COUNTY OF LAMBTON.

Bosanquet	\$300 00
Brooke	398 00
Dawn.....	417 00
Euniskillen	593 00
Euphemia.....	272 00
Moore	566 00
Plympton	413 00
Sarnia	256 00
Sombra	442 00
Warwick, including \$92 arrears....	519 00
Total	\$4,176 00

16. COUNTY OF LANARK.

Bathurst.....	\$301 00
Beckwith	203 00
Burgess, North.....	55 00
Dalhousie and Sherbrooke, North..	213 00
Darling	89 00
Drummond.....	234 00
Emsley, North.....	117 00
Lanark	209 00
Lavant	60 00
Montague	272 00
Packenham	209 00
Ramsay.....	257 00
Sherbrooke, South.....	100 00
Total	\$2,319 00

17. COUNTY OF LEEDS.

Eastland and Burgess, South	\$336 00
Crosby, North.....	138 00
“ South	196 00
Elizabethtown	474 00
Elmsley, South.. ..	92 00
Kitley	233 00
Leeds and Landsdowne, Front....	329 00
“ “ Rear.....	282 00
Yonge and Escott, Rear.....	123 00
Yonge, Front and Escott.....	270 00
Total	\$2,473 00

17. (a). COUNTY OF GRENVILLE.

Angusta	\$437 00
Edwardsburg	457 00
Gower, South.....	97 00
Oxford, Rideau.....	369 00
Wolford	216 00
Total	\$1,576 00

18. COUNTY OF LENNOX AND
ADDINGTON.

Adolphustown	\$ 60 00
Amherst Island.....	95 00
Anglesea Eftingham and Kaladar..	155 00
Camden, East.....	648 00

18. COUNTY OF LENNOX AND
ADDINGTON. —*Con.*

<i>Municipalities.</i>	<i>Apportionment.</i>
Denbigh, Abinger and Ashley.....	127 00
Ernesttown	389 00
Fredericksburg, North.....	174 00
“ South	128 00
Richmond	251 00
Sheffield	216 00
Total	\$2,243 00

19. COUNTY OF LINCOLN.

Caistor.....	\$230 00
Clinton	238 00
Gainsborough	280 00
Grantham	223 00
Grimsby, North	137 00
“ South.....	173 00
Louth	202 00
Niagara.....	215 00
Total	\$1,698 00

20. COUNTY OF MIDDLESEX.

Adelaide.....	\$264 00
Biddulph	268 00
Caradoc.....	485 00
Delaware	197 00
Dorchester, North	433 00
Ekfrid	326 00
Lobo	331 00
London.....	1,049 00
McGillivray	275 00
Metcalfe	187 00
Mosa	312 00
Nissouri, West.....	322 00
Westminister.....	506 00
Williams, East	181 00
“ West.....	165 00
Total	\$5,301 00

21. COUNTY OF NORFOLK.

Charlotteville	\$405 00
Houghton.....	250 00
Middleton	331 00
Townsend.....	453 00
Walsingham, North.....	276 00
“ South.....	212 00
Windham	420 00
Woodhouse.....	230 00
Total	\$2,577 00

22. COUNTY OF NORTHUMBERLAND.

Alnwick	\$127 00
Brighton.....	303 00
Cramahe	300 00
Haldimand.....	436 00
Hamilton	487 00
Monaghan, South.....	105 00
Murray	334 00
Percy.....	354 00
Seymour	358 00
Total	\$2,804 00

22. (a). COUNTY OF DURHAM.

<i>Municipalities.</i>	<i>Apportionment.</i>
Cartwright	\$215 00
Cavan	326 00
Clarke	456 00
Darlington	505 00
Hope	403 00
Manvers	352 00
Total	\$2,257 00

23. COUNTY OF ONTARIO.

Brock	\$435 00
Mara	287 00
Pickering	658 00
Rama	147 00
Reach	429 00
Scott	269 00
Scugog Island	58 00
Thorah	162 00
Uxbridge	336 00
Whitby, East	311 00
Whitby	254 00
Total	\$3,346 00

24. COUNTY OF OXFORD.

Blandford	\$190 00
Blenheim	522 00
Dereham	457 00
Nissouri, East	294 00
Norwich, North	272 00
“ South	286 00
Oxford, North	153 00
“ East	232 00
“ West	252 00
Zorra, East	476 00
“ West	262 00
Total	\$3,396 00

25. COUNTY OF PEEL.

Albion	\$312 00
Caledon	461 00
Chinguacousy	479 00
Gore of Toronto	99 00
Toronto	627 00
Total	\$1,978 00

26. COUNTY OF PERTH.

Blanchard	\$350 00
Downie	307 00
Easthope, North	270 00
“ South	236 00
Ellice	354 00
Elma	414 00
Fullarton	273 00
Hibbert	246 00
Logan	338 00
Mornington	326 00
Wallace	342 00
Total	\$3,456 00

27. COUNTY OF PETERBOROUGH.

<i>Municipalities.</i>	<i>Apportionment.</i>
Anstruther	\$ 27 00
Asphodel	219 00
Belmont	214 00
Burleigh	49 00
Cavendish	19 00
Chandos	90 00
Douro	247 00
Drummer	242 00
Ennismore	87 00
Galway	119 00
Harvey	131 00
Methuen	31 00
Monaghan, North	111 00
Otonabee	404 00
Smith	316 00
Total	\$2,306 00

28. COUNTY OF PRESCOTT.

Alfred	37 00
Caledonia	118 00
Hawkesbury, East	291 00
“ West	325 00
Longueuil	66 00
Plantagenet, North	362 00
“ South	217 00
Total	\$1,416 00

28 (a). COUNTY OF RUSSELL.

Cambridge	\$161 00
Clarence	142 00
Cumberland	312 00
Russell	186 00
Total	\$801 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	\$369 00
Athol	135 00
Hallowell	352 00
Hillier	189 00
Marysburg, North	140 00
“ South	146 00
Sophiasburg	228 00
Total	\$1,559 00

30. COUNTY OF RENFREW.

Admaston	\$254 00
Algona, South	114 00
Alice and Fraser	240 00
Bagot and Blithfield	165 00
Brougham	56 00
Bromley	162 00
Brudenell and Lynedoch	165 00
Grattan	232 00
Griffith and Matawatchan	37 00
Hagarty, Jones, Sherwood, Richards and Burns	307 00
Head, Clara and Maria	44 00
Horton	176 00
McNab	417 00
Pembroke	89 00

30. COUNTY OF RENFREW.—*Con.*

<i>Municipalities.</i>	<i>Apportionment.</i>
Petewawa	117 00
Radcliffe and Raglan	116 00
Ralph, Wylie, McKay, Buchanan	128 00
Ross	345 00
Sebastopol	90 00
Stafford	105 00
Westmeath	421 00
Wilberforce and Algona, North	266 00

Total.....\$4,046 00

31. COUNTY OF SIMCOE.

Adala	\$240 00
Essa	525 00
Flos	413 00
Gwillimbury, West	287 00
Innisfil	437 00
Matchedash	56 00
Medonte	477 00
Nottawasaga	665 00
Orillia	427 00
Oro	480 00
Summisdale	273 00
Tay	519 00
Tiny	360 00
Tecumseth	397 00
Tossorontio	199 00
Vespra	363 00

Total.....\$6,118 00

32. COUNTY OF STORMONT.

Cornwall.....	\$634 00
Finch	329 00
Osnaburck	582 00
Roxborough.....	424 00

Total.....\$1,969 00

32 (a). COUNTY OF DUNDAS.

Matilda.....	\$473 00
Mountain	407 00
Williamsburg.....	459 00
Winchester.....	379 00

Total.....\$1,718 00

32 (b). COUNTY OF GLENGARRY.

Charlottenburg	\$528 00
Kenyon.....	476 00
Lancaster	407 00
Lochiel	463 00

Total.....\$1,874 00

33. COUNTY OF VICTORIA.

Baxley.....	\$106 00
Carden.....	87 00
Dalton.....	60 00
Eldon	361 00
Emily	253 00
Fenelon	281 00

33. COUNTY OF VICTORIA.—*Con.*

<i>Municipalities.</i>	<i>Apportionment.</i>
Laxton, Digby and Longford	94 00
Mariposa	482 00
Ops	266 00
Somerville	227 00
Verulam	221 00

Total.....\$2,438 00

34. COUNTY OF WATERLOO.

Dumfries, North	\$254 00
Waterloo.....	812 00
Wellesley	471 00
Wilmot	572 00
Woolwich	492 00

Total.....\$2,601 00

35. COUNTY OF WELLAND.

Bertie	\$370 00
Crowland	118 00
Humberstone.....	363 00
Pelham	287 00
Stamford	238 00
Thorold	216 00
Wainfleet	329 00
Willoughby	115 00

Total.....\$2,306 00

36. COUNTY OF WELLINGTON.

Arthur	\$283 00
Eramosa	326 00
Erin.....	394 00
Garafraxa, West	284 00
Guelph	271 00
Luther, West.....	258 00
Maryborough.....	365 00
Minto	366 00
Nichol.....	188 00
Peel.....	457 00
Pilkington	172 00
Puslinch.....	409 00

Total.....\$3,773 00

37. COUNTY OF WENTWORTH.

Ancaster.....	\$471 00
Barton	440 00
Beverly.....	495 00
Binbrook	171 00
Flamborough, East	301 00
“ West	342 00
Glanford.....	195 00
Saltfleet	359 00

Total.....\$2,774 00

38. COUNTY OF YORK.

Etobicoke	\$435 00
Georgina	203 00
Gwillimbury, East	380 00
“ North.....	162 00

38. COUNTY OF YORK.— <i>Con.</i>		39. DISTRICTS.	
<i>Municipalities.</i>	<i>Apportionment.</i>	<i>Municipalities.</i>	<i>Apportionment.</i>
King	642 00	Algoma.....	<div> <div>Including rural separate schools but not schools in towns and villages named in this list.</div> <div>\$35,000 00</div> </div>
Markham	622 00	Muskoka....	
Scarborough	457 00	Nipissing....	
Vaughan	535 00	Parry Sound	
Whitchurch	432 00		
York	1,028 00		
Total	\$4,896 00	Total	\$35,000 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1901, PAYABLE THROUGH THIS DEPARTMENT.

<i>School Sections.</i>	<i>Apportionment.</i>	<i>School Sections.</i>	<i>Apportionment.</i>
Adjala	10 \$20 00	Charlottenburg	15 \$38 00
Alfred	3 23 00	"	16 27 00
"	6 30 00	Chisholm and Boulter.	1 (Nipissing)
" 7, (with 8, Plantagenet, South)	13 00	Chisholm	2 "
"	7 30 00	Clarence	5 91 00
"	8 29 00	"	6 58 00
"	9 27 00	"	8 41 00
"	10 80 00	"	11 24 00
"	11 20 00	"	12 24 00
"	12 26 00	"	13 13 00
"	13 25 00	"	14 26 00
"	14 18 00	"	16 18 00
"	15 20 00	"	17 21 00
Admaston	4 19 00	"	19 17 00
Anderdon	2, 5 and 8 30 00	"	20 21 00
"	3 and 4 15 00	"	21 32 00
Arthur	6 31 00	Cornwall	1 20 00
"	10 31 00	"	16 45 00
Ashfield	2 47 00	Crosby, North	4 62 00
Aspodel	4 13 00	"	7 5 00
Augusta	15 13 00	Culross (with 1 Carrick)	1 79 00
Balfour.....1 (District of Algoma)...		" (with 2 Carrick)	2 21 00
Biddulph.....	3 (to be app'd)	Cumberland	10 16 00
"	4 "	"	11 20 00
"	6 14 00	"	13 20 00
" 9 (with 1 McGillivray)	8 00	"	14 31 00
Bonfield, 1A, 1B, 2, 4 (District of Nipissing).....		Downie	9 28 00
Brant (with 3 Greenock)	2 11 00	Dover	3 47 00
Brighton	1 (15) 13 00	"	7 32 00
Bromley	4 26 00	"	9 (to be app'd)
"	6 21 00	Dunnett and Rutter, 1 (District of Nipissing)	
"	7 37 00	Edwardsburg	2 9 00
Brougham	1 15 00	Ellice	7 19 00
Burgess, North	2 28 00	Ferris....3 (District of Nipissing)	
"	4 14 00	"4 " "	
"	6 10 00	Finch	5 41 00
Caledonia	3, 4 and 10 15 00	Flamborough, West ..	2 13 00
" 6 (with 7 Plantagenet S.)	10 00	Greenock.....3 (with 2 Brant)	58 00
"	10 24 00	Glenelg	5 19 00
"	12 11 00	"	7 25 00
"	13 26 00	Gloucester	1 (with 3 Osgoode) 13 00
Cambridge	3 28 00	"	4, 5 and 12 10 00
"	4 25 00	"	14 30 00
"	5 36 00	"	15 73 00
"	6 25 00	"	17 4 00
" 6 and 7	40 00	"	20 29 00
Carrick	1 36 00	"	22 15 00
" (with 1 Culross)	1 70 00	"	25 83 00
"	2 17 00	"	26 22 00
" (with 2 Culross)	2 19 00	Griffith, etc.....	3 18 00
"	4 33 00	Hagarty	4 44 00
"	14 109 00	Haldimand	2 28 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1901, PAYABLE THROUGH THIS DEPARTMENT. *Continued.*

<i>School Sections.</i>	<i>Apportionment.</i>		<i>School Sections.</i>	<i>Apportionment.</i>
Haldimand	14	\$16 00	Proton	6 \$14 00
Harwich	9	24 00	Raleigh	4 12 00
Hawkesbury, East.....	2	64 00	"	5 24 00
"	4	12 00	"	6 18 00
"	6	21 00	Rayside....1 (with 1 Balfour) Algoma.	
"	7	91 00	Richmond	10 and 17 17 00
"	10	55 00	Rochester	2 (with 4 Maidstone) 27 00
"	11	19 00	"	6 (to be app'd)
"	12	16 00	"	7 76 00
"	15	25 00	Roxboro'	12 69 00
"	16	9 00	"	16 24 00
Hay	1	42 00	Russell	1 7 00
Hibbert	(1) 3	15 00	"	4 11 00
Howe Island	1	10 00	"	6 90 00
"	2	19 00	"	7 20 00
"	3	13 00	"	8 33 00
Holland, etc	3	8 00	"	13 (to be app'd)
Hullett	2	11 00	Sandwich, East	1 88 00
Keewatin....1 (see Dist. of Algoma)			"	2 19 00
Kingston	8	17 00	"	4 (to be app'd)
Lancaster	14	28 00	Sandwich, West.....	6 and 9 26 00
Lochiel	12A	32 00	Seymour.....12 (with 12 Percy)	5 00
"	12B	46 00	Sheffield	5 33 00
Longueuil, West	2	17 00	Sherwood	6 (to be app'd)
"	4A	18 00	Sombra	5 22 00
"	7	22 00	Stafford	2 27 00
Loughboro'	2	17 00	Stephen	6 41 00
"	10	20 00	Springer....2 (District of Nipissing)	
Maidstone	1	53 00	"	3 " "
"	4 (with 2 Rochester)	19 00	Sunnidale	6 (to be app'd)
Malden	3A	36 00	Sydenham	7 11 00
"	3B	23 00	Tilbury, N.....	1 (to be app'd)
Mara	3	62 00	"	2 do
March	3	24 00	"	6 do
Marmora and Lake...	1	2 00	"	10 and 11 do
Matawatchan	4	35 00	Tiny	2 108 00
Moore	3, 4 and 5	12 00	Toronto Gore	6 20 00
Mornington	4	33 00	Tyendinga	18 15 00
McGillivray	1 (with 9 Biddulph)	9 00	"	20 22 00
McKillop.....	1	14 00	"	24 19 00
Nepean	7	31 00	"	28 9 00
"	15	78 00	"	30 17 00
Nichol	1	20 00	Vespra.....	7 6 00
Normanby	5	23 00	Waterloo	13 52 00
"	10	12 00	Wawanosh, West	1 15 00
Osgoode	1	21 00	Wellesley	5 14 00
"	2 (15)	9 00	"	9 and 10 35 00
"	3 (with 1 Gloucester)	16 00	"	11 79 00
Papineau ...1 (see Dist. of Nipissing)			"	12 6 00
"	2A " "		Westminster	13 9 00
"	2B " "		Widdifield....2 (District of Nipissing)	
Peel	8	3 00	Williams, West	10 22 00
"	12	15 00	Wilmot	15½ 59 00
Percy	5	11 00	Winchester ....12 (with 1 Russell)	8 00
"	12 (with 12 Seymour)	4 00	Windham	8 47 00
Plantagenet, North ..	4	23 00	Wolfe Island	1 7 00
"	7	18 00	"	2 19 00
"	8	23 00	"	4 33 00
"	9	23 00	"	7 12 00
"	12	12 00	Woolwich	10 42 00
"	4	42 00	Yonge and Escott R ..	4 17 00
"	7	36 00	York	1 32 00
"	7 (with 6 Caledonia)	15 00		
"	8	23 00		
"	8 (with 7 Alfred)	10 00		
				\$5,631 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1901.

Cities.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Belleville	1,011 00	284 00	1,295 00
Brantford	1,780 00	225 00	2,005 00
Chatham	910 00	171 00	1,081 00
Guelph	1 104 00	262 00	1,366 00
Hamilton	5,506 00	983 00	6,489 00
Kingston	1,767 00	471 00	2,238 00
London	4,231 00	581 00	4,812 00
Ottawa	3,494 00	3,675 00	7,169 00
St. Catharines	1,032 00	245 00	1,277 00
St. Thomas	1,218 00	140 00	1,358 00
Stratford	1,100 00	226 00	1,326 00
Toronto	21,404 00	3,118 00	24,522 00
Windsor	1,494 00	.....	1,494 00
Total	\$46,051 00	\$10,381 00	\$56,432 00
Towns.			
Alliston	219 00	.....	219 00
Almonte	277 00	110 00	387 00
Amherstburg	131 00	123 00	254 00
Arnprior	295 00	172 00	467 00
Aurora	185 00	.....	185 00
Aylmer	271 00	.....	271 00
Barrie	642 00	100 00	742 00
Berlin	932 00	263 00	1,195 00
Blenheim	206 00	.....	206 00
Bothwell	103 00	.....	103 00
Bowmanville	350 00	.....	350 00
Bracebridge	284 00	.....	284 00
Brampton	347 00	.....	347 00
Brockville	938 00	160 00	1,098 00
Carleton Place	496 00	.....	496 00
Clinton	300 00	.....	300 00
Cobourg	372 00	145 00	517 00
Collingwood	688 00	.....	688 00
Cornwall	302 00	445 00	747 00
Deseronto	466 00	.....	466 00
Dresden	195 00	.....	195 00
Dundas	184 00	75 00	259 00
Dunnville	261 00	.....	261 00
Durham	163 00	.....	163 00
Essex	173 00	.....	173 00
Forest	194 00	.....	194 00
Fort William	530 00	.....	530 00
Galt	898 00	56 00	954 00
Gananoque	443 00	.....	443 00
Goderich	442 00	57 00	499 00
Gore Bay	123 00	.....	123 00
Gravenhurst	229 00	.....	229 00
Harriston	216 00	.....	216 00
Hawkesbury	49 00	213 00	262 00
Hespeler	310 00	.....	310 00
Ingersoll	526 00	71 00	597 00
Kincardine	263 00	.....	263 00
Leamington	378 00	.....	378 00
Lindsay	706 00	206 00	912 00
Listowel	310 00	.....	310 00
Little Current	80 00	.....	80 00
Mattawa	53 00	158 00	211 00
Meaford	233 00	.....	233 00
Midland	277 00	.....	277 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1901.

Towns—Continued.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Mitchell.....	257 00	.....	257 00
Milton.....	158 00	.....	158 00
Mount Forest.....	270 00	.....	270 00
Napanee.....	362 00	.....	362 00
Newmarket.....	242 00	41 00	283 00
Niagara.....	169 00	.....	169 00
Niagara Falls.....	412 00	90 00	502 00
North Bay.....	191 00	97 00	288 00
North Toronto.....	194 00	.....	194 00
Oakville.....	190 00	20 00	210 00
Orangeville.....	502 00	.....	502 00
Orillia.....	462 00	113 00	575 00
Oshawa.....	503 00	59 00	562 00
Owen Sound.....	1,017 00	74 00	1 091 00
Palmerston.....	220 00	.....	220 00
Parkhill.....	138 00	35 00	173 00
Paris.....	360 00	48 00	408 00
Parry Sound.....	208 00	.....	208 00
Preston.....	233 00	48 00	281 00
Pembroke.....	345 00	273 00	618 00
Penetanguishene.....	295 00	.....	295 00
Perth.....	321 00	135 00	456 00
Peterborough.....	922 00	418 00	1,340 00
Petrolia.....	581 00	.....	581 00
Pictou.....	405 00	38 00	443 00
Port Arthur.....	249 00	93 00	342 00
Port Hope.....	554 00	.....	554 00
Prescott.....	265 00	158 00	423 00
Rat Portage.....	511 00	161 00	672 00
Renfrew.....	215 00	161 00	376 00
Ridgetown.....	283 00	.....	283 00
Sandwich.....	165 00	in town grant	165 00
Sarnia.....	752 00	106 00	858 00
Sault Ste. Marie.....	437 00	80 00	517 00
Seaforth.....	299 00	.....	299 00
Simcoe.....	360 00	.....	360 00
Smith's Falls.....	638 00	.....	638 00
Stayner.....	143 00	.....	143 00
Sturgeon Falls.....	49 00	63 00	112 00
St. Mary's.....	379 00	41 00	420 00
Strathroy.....	376 00	.....	376 00
Sudbury.....	90 00	87 00	186 00
Thessalon.....	103 00	.....	103 00
Thornbury.....	91 00	.....	91 00
Thorold.....	162 00	72 00	234 00
Tilsonburg.....	256 00	.....	256 00
Toronto Junction.....	660 00	.....	660 00
Trenton.....	357 00	151 00	508 00
Uxbridge.....	208 00	.....	208 00
Vankleekhill.....	152 00	131 00	283 00
Walkerton.....	270 00	114 00	384 00
Walkerville.....	143 00	.....	143 00
Wallaceburg.....	291 00	61 00	352 00
Waterloo.....	378 00	62 00	440 00
Welland.....	226 00	.....	226 00
Whitby.....	247 00	28 00	275 00
Warton.....	253 00	.....	253 00
Wingham.....	269 00	.....	269 00
Woodstock.....	1,148 00	.....	1,148 00
Totals.....	\$34,985 00	\$5,412 00	\$40,397 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1901.

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Acton	182 00		182 00
Ailsa Craig	88 00		88 00
Alexandria	39 00	167 00	206 00
Alvinston	124 00		124 00
Arkona	54 00		54 00
Arthur	95 00	80 00	175 00
Athens	118 00		118 00
Ayr	103 00		103 00
Ashburnham	211 00		211 00
Bath	43 00		43 00
Bayfield	70 00		70 00
Beamsville	100 00		100 00
Beaverton	89 00		89 00
Beeton	93 00		93 00
Belle River	15 00	57 00	72 00
Blyth	108 00		108 00
Bobcaygeon	106 00		106 00
Bolton	77 00		77 00
Bradford	112 00		112 00
Bridgeburg	149 00		149 00
Brighton	171 00		171 00
Brussels	151 00		151 00
Burk's Falls	87 00		87 00
Burlington	141 00		141 00
Caledonia	113 00		113 00
Campbellford	303 00		303 00
Cannington	154 00		154 00
Cardinal	162 00		162 00
Casselman	22 00	93 00	115 00
Cayuga	148 00		148 00
Chesley	211 00		211 00
Chesterville	104 00		104 00
Chippawa	57 00		57 00
Clifford	75 00		75 00
Colborne	124 00		124 00
Creemore	78 00		78 00
Delhi	102 00		102 00
Drayton	98 00		98 00
Dundalk	98 00		98 00
Dutton	96 00		96 00
East Toronto	185 00		185 00
Eganville	60 00	64 00	124 00
Elmira	134 00		134 00
Elora	125 00	21 00	146 00
Embro	73 00		73 00
Erin	64 00		64 00
Exeter	227 00		227 00
Fenelon Falls	139 00		139 00
Fergus	172 00	13 00	185 00
Fort Erie	102 00		102 00
Garden Island	35 00		35 00
Georgetown	177 00		177 00
Glencoe	117 00		117 00
Grand Valley	99 00		99 00
Grimsby	105 00		105 00
Hagersville	112 00		112 00
Hastings	55 00	40 00	95 00
Hanover	187 00		187 00
Havelock	117 00		117 00
Hensall	110 00		110 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1901.

Incorporated Villages.— <i>Continued.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Hintonburg	139 00	139 00	278 00
Holland Landing	53 00		53 00
Huntsville	153 00		153 00
Iroquois	148 00		148 00
Kemptville	176 00		176 00
Kingsville	169 00		169 00
Lakenfeld	138 00		138 00
Lanark	112 00		112 00
Lancaster	66 00		66 00
L'Original	110 00	38 00	148 00
London, West	241 00		241 00
Lucan	106 00		106 00
Lucknow	183 00		183 00
Madoc	130 00		130 00
Markdale	107 00		107 00
Markham	116 00		116 00
Marmora	113 00		113 00
Maxville	84 00		84 00
Merrickville	119 00		119 00
Marriton	163 00	45 00	208 00
Millbrook	108 00		108 00
Milverton	85 00		85 00
Morrisburg	198 00		198 00
Newboro'	54 00		54 00
Newburg	78 00		78 00
Newbury	55 00		55 00
Newcastle	61 00		61 00
New Hamburg	150 00		150 00
Niagara Falls, South	168 00		168 00
Norwich	169 00		169 00
Norwood	120 00		120 00
Oil Springs	125 00		125 00
Omeme	76 00		76 00
Ottawa, East	136 00		136 00
Paisley	125 00		125 00
Point Edward	128 00		128 00
Portsmouth	49 00	33 00	82 00
Port Carling	33 00		33 00
Port Colborne	140 00		140 00
Port Dalhousie	89 00	26 00	115 00
Port Dover	136 00		136 00
Port Elgin	174 00		174 00
Port Perry	178 00		178 00
Port Rowan	80 00		80 00
Port Stanley	62 00		62 00
Richmond	55 00		55 00
Richmond Hill	77 00		77 00
Rockland	27 00	134 00	161 00
Shelburne	180 00		180 00
Southampton	206 00		206 00
Springfield	59 00		59 00
Stirling	96 00		96 00
Stouffville	158 00		158 00
Streetsville	65 00		65 00
Sturgeon Point	40 00		40 00
Sundridge	44 00		44 00
Sutton	75 00		75 00
Tara	90 00		90 00
Teeswater	114 00		114 00
Thamesville	110 00		110 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1901.

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Thedford	74 00	.....	74 00
Tilbury	64 00	63 00	127 00
Tiverton	57 00	.....	57 00
Tottenham	71 00	.....	71 00
Tweed	113 00	27 00	140 00
Vienna	43 00	.....	43 00
Wardsville	40 00	.....	40 00
Waterdown	82 00	.....	82 00
Waterford	131 00	.....	131 00
Watford	170 00	.....	170 00
Wellington	75 00	.....	75 00
Weston	108 00	16 00	124 00
Winchester	133 00	.....	133 00
Woodbridge	77 00	.....	77 00
Woodville	66 00	.....	66 00
Wyoming	94 00	.....	94 00
Wroxeter	54 00	.....	54 00
Total	15,117 00	1,056 00	16,173 00

SUMMARY OF APPORTIONMENT FOR 1901.

Counties.	Public Schools.	Separate Schools.	Total.
1. Brant	1,721 00	.....	1,721 00
2. Bruce	4,417 00	453 00	4,870 00
3. Carleton	3,084 00	463 00	3,547 00
4. Dufferin	1,930 00	.....	1,930 00
5. Elgin	3,047 00	.....	3,047 00
6. Essex	3,646 00	412 00	4,058 00
7. Frontenac	2 382 00	167 00	2,549 00
8. Grey	6,005 00	112 00	6,117 00
9. Haldimand	1,891 00	.....	1,891 00
10. Haliburton	740 00	.....	740 00
11. Halton	1,488 00	.....	1,488 00
12. Hastings	4,109 00	84 00	4,193 00
13. Huron	5,146 00	170 00	5,316 00
14. Kent	3,947 00	157 00	4,104 00
15. Lambton	4,176 00	34 00	4,210 00
16. Lanark	2,319 00	52 00	2,371 00
17. Leeds and Grenville	4,049 00	106 00	4,155 00
18. Lennox and Addington	2 243 00	50 00	2,293 00
19. Lincoln	1,698 00	.....	1,698 00
20. Middlesex	5,301 00	62 00	5,363 00
21. Norfolk	2,577 00	47 00	2,624 00
22. Northumberland and Durham	5,061 00	77 00	5,138 00
23. Ontario	3,346 00	62 00	3,408 00
24. Oxford	3,396 00	.....	3,396 00
25. Peel	1,978 00	20 00	1,998 00
26. Perth	3,456 00	95 00	3,551 00
27. Peterborough	2,306 00	13 00	2,319 00
28. Prescott and Russel	2,217 00	1,809 00	4,026 00
29. Prince Edward	1,559 00	.....	1,559 00
30. Renfrew	4,046 00	242 00	4,288 00
31. Simcoe	6,118 00	134 00	6,252 00

SUMMARY OF APPORTIONMENT FOR 1901.—Continued.

Counties.	Public Schools.	Separate Schools	Total.
	\$ c.	\$ c.	\$ c.
32. Stormont, Dundas and Glengarry	5,561 00	378 00	5,939 00
33. Victoria	2,438 00	.....	2,438 00
34. Waterloo	2,601 00	287 00	2,888 00
35. Welland	2,036 00	.....	2,036 00
36. Wellington	3,773 00	100 00	3,873 00
37. Wentworth	2,774 00	13 00	2,787 00
38. York	4,896 00	32 00	4,928 00
Total	123,478 00	5,631 00	129,109 00
39. Districts			
(a) Algoma	Exclusive of the towns and villages which appear in the general list on preceding pages		
(b) Muskoka			
(c) Nipissing ...			
(d) Parry Sound.			
Total	33,800 00	1,200 00	35,000 00
Grand totals.	33,800 00	1,200 00	35,000 00
Counties	123 478 00	5,631 00	129,109 00
Cities	46,051 00	10,381 00	56,432 00
Towns	34,985 00	5,412 00	40,397 00
Villages	15,117 00	1,056 00	16,173 00
Districts	33,800 00	1,200 00	35,000 00
Totals	253,431 00	23,680 00	277,111 00

II. ORDERS IN COUNCIL.

1. Miss M. Meehan appointed first female teacher, and Miss A. F. Laven and Miss E. M. Hill appointed assistant teachers in the Provincial Model School, Toronto. (Approved 28th Sept., 1901.)
2. Wm. Gregory, Serg't.-Major of the Seventh Battalion, appointed Drill Instructor at the London Normal School. (Approved 2nd Oct., 1901.)

III. MINUTES OF THE DEPARTMENT.

1. Junior Matriculation standing awarded to Mr. E. Lane Kenney, of Brockville. (Approved 1st March, 1901.)
2. Inspector's certificate granted to Mr. Neil McDougall, of Parkhill. (Approved 29th May, 1901.)

APPENDIX G.—*TECHNICAL EDUCATION—PUBLIC AND FREE LIBRARIES, ART SCHOOLS, LITERARY AND SCIENTIFIC INSTITUTIONS, Etc.*

REPORT OF S. P. MAY, M.D., C.L.H., SUPERINTENDENT OF PUBLIC LIBRARIES,
ART SCHOOLS, ETC.

SIR,—I have the honor to submit herewith my report on the Public and Free Libraries, Art Schools, and Scientific Institutions receiving a share of the Government Grant, in the Province of Ontario :

In the year 1900 two important changes came into operation in the management of the Public Libraries of this Province.

1. The business year for Libraries was changed. It was formerly from the 1st May to the 30th April; now it is from the 1st of January to 31st December in each year. During the past half century Mechanics' Institutes and Public Libraries reported from the 1st May to the 30th April in each business year, so that the Annual Reports would contain full reports of Evening Classes which were then popular and kept open until 1st May in each year, but for various reasons Evening Classes in Public Libraries are now almost abolished, and the number of Free Libraries is gradually increasing (we now have 126 Free Libraries), and, as the Treasurers of Cities, Towns and Villages are usually appointed Treasurers of Public Libraries, it was considered that it would complicate their accounts if they had to make separate annual statements. This change is very much appreciated, except by a few persons who are accustomed to the old arrangements, and who prefer purchasing their books after the 31st December in each year.

2. In my tours of inspection I find that a number of Reading Rooms in rural districts were a source of expense which could not be met by many of the Library Boards, and this deprived them of a share of the Legislative Grant. On investigation I found that the newspapers in the Reading Rooms of many Libraries are seldom if ever read, because persons who want to keep up with the times prefer to pay for their own papers and not wait for a chance of reading them at the library. After consultation with the Minister it was decided that the grant be allowed for standard magazines the same as for books. This change is working admirably; the magazines, which contain the current literature of the day, are circulated the same as books; of course there will be a gradual decrease in the number of Reading Rooms, but that will eventually be of benefit to the Library, as readers who want to study new inventions, etc., will prefer taking the magazines to their homes to read instead of trying to concentrate their thoughts in a room full of people.

It is very gratifying to state, that there has been a great improvement and progress in the Public Libraries of the Province during the past year; as my Report shows, the number of Libraries are largely increased, but what is of more importance is the fact that the people of our Province now realize the benefit they derive from the liberality of the

Legislature in providing books for the masses; during my inspection tours I was much impressed by the heartfelt thanks of uneducated men and women that their children after leaving school can now be educated at the expense of the state. Formerly many persons were adverse to the establishment of Public Libraries, but now the efforts of the Education Department in this direction is well appreciated. I visited about 100 Institutions this year, and only met one man who did not approve of Public Libraries because he thought they would give too much education to the people.

At the present time there are 448 Public and Free Libraries, Art Schools, Scientific Institutions, etc., receiving Government aid in operation in this Province.

For the year ending 31st December, 1900, the following institutions reported :

Public Libraries (not free)	263
Public Libraries (free)	126
Art Schools, etc.	7
Scientific Institutions, etc	9
New Libraries and others which did not report before 31st of December, 1901	43
Total	448

The following Public Libraries did not report : Athens, Bognor, Brougham, Calabogie, Courtright, Dawson, Drayton, Dufferin, Flesherton, Forks of the Credit, Gore Bay, Hastings, Horning's Mills, Inkerman, Kearney, King, Mono Centre, Mono College, (Orangeville P.O.), Morewood, Pelee Island, Pembroke, Ripley, Tweed, Violet Hill, Webbwood.—25.

The following Libraries, being closed, have been taken off the official list of Public Libraries : Bath, Oboconk, St. Vincent, Sturgeon Falls —4.

The following Public Libraries have been incorporated since 1st January, 1901 : Avonmore, Badjers, Bancroft, Bloomsburg, Brigden, Brucefield, Bruce Mines, Canfield, Delora, Dromore, Elmwood, Finch, Holstein, Middleville, Mount Bridges, Newington, Osprey (Feversham P.O.), Port Burwell.—18.

I inspected the following Public and Free Libraries, Art Schools, Literary and Scientific Institutions, etc., during the year:—Alma, Ayr, Aurora, Beamsville, Belleville, Bracebridge, Bradford, Bobcaygeon, Bothwell Bridgeburg, Brighton, Burk's Falls, Caistorville, Cambray, Oboconk, Cobourg, Colborne, Drumbo, Dunnville, Dutton, Emdale, Elora, Exeter, Fenelon Falls, Fergus, Fonthill, Fort Erie, Freeleton, Garden Island, Glencoe, Gravenhurst, Hamilton P. L., Hamilton Art School, Hamilton Scientific Association, Haliburton, Hensall, Highgate, Highland Creek, Holyrood, Huntsville, Kearney, Kincardine, Kinmont, Kemptville, Kingston P. L., Kingston Art School, Lindsay, London P. L., London Art School, London Art Department Normal School, Lucknow, Madoc, Markham, Manilla, Melancthon, Merritton, Millgrove, Napanee, Napanee Mills, Newburg, Newbury, Niagara, Niagara Falls, Niagara Falls S., Oakwood, Parry Sound, Pickering, Picton, Plattsville, Port Carling, Port Colborne, Powassan, Prescott, Queensville, Ripley, Rodney, Rosseau, Scotland, Shelburne, South River, Sprucedale, St. Thomas P. L., St. Thomas Art School, Stouffville, Sundridge, Thorold, Unionville, Wales, Waterdown, Waterford, Welland, West Lorne.

I also visited several Public Libraries, Art Schools, etc., in the United States. (See special report.)

The following table shows the locality of every Public Library in the Province.

PUBLIC LIBRARIES IN 1900 1901.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington	Camden, East.	Dundas	Morrisburg.
"	Enterprise.	"	Winchester.
"	Napanee Mills.	Durham	Bowmanville.
"	Newburg.	"	Millbrook.
"	Tamworth.	"	Orono.
Algoma	Bruce Mines.	"	Port Hope.
"	Chapleau.	Elgin	Aylmer.
"	Marksville.	"	Bayham.
"	Nairn Centre.	"	Dutton.
"	Ophir.	"	Port Burwell.
"	Port Arthur.	"	Port Stanley.
"	Rat Portage.	"	Rodney.
"	Sault Ste. Marie.	"	St. Thomas.
"	Schreiber.	"	Shedden.
"	Thessalon.	"	Sparta.
"	Webbwood.	"	Springfield.
Brant	Brantford.	"	West Lorne.
"	Burford.	Essex	Amherstburg.
"	Glenmorris.	"	Comber.
"	Paris.	"	Essex.
"	Scotland.	"	Harrow.
"	St. George.	"	Kingsville.
Bruce	Bervie.	"	Leamington.
"	Cargill.	"	Pelee Island.
"	Chesley.	"	Windsor.
"	Elmwood.	Frontenac	Garden Island.
"	Hepworth.	"	Kingston.
"	Holyrood.	"	Mississippi.
"	Kincardine.	Glengarry	Lancaster.
"	Lion's Head.	"	Williamstown.
"	Lucknow.	Grenville	Algonquin.
"	Mildmay.	"	Cardinal.
"	Paisley.	"	Easton's Corners.
"	Pinkerton.	"	Kemptville.
"	Port Elgin.	"	Merrickville.
"	Ripley.	"	North Augusta.
"	Riversdale.	"	Oxford Mills.
"	Southampton.	"	Prescott.
"	Teeswater.	"	Spencerville.
"	Tara.	Grey	Badjeros.
"	Tiverton.	"	Bognor.
"	Underwood.	"	Chatsworth.
"	Walkerton.	"	Clarksburg.
"	Westford.	"	Dromore.
"	Warton.	"	Durham.
Carleton	Carp.	"	Dundalk.
"	Dawson.	"	Flesherton.
"	Kars.	"	Holland Centre.
"	Kinburn.	"	Holstein.
"	Manotick.	"	Kembla.
"	Metcalfe.	"	Hanover.
"	Munster.	"	Lake Charles.
"	North Gower.	"	Markdale.
"	Richmond.	"	Meaford.
Dufferin	Grand Valley.	"	Osprey (Feversham P.O.)
"	Horning's Mills.	"	Owen Sound.
"	Melancthon.	"	Shallow Lake.
"	Mono Centre.	"	Thornbury.
"	Mono College (Orangeville P.O.)	Haliburton	Haliburton.
"	Orangeville.	"	Minden.
"	Primrose.	Haldimand	Caledonia.
"	Rosemont.	"	Canfield.
"	Shelburne.	"	Cayuga.
"	Violet Hill.	"	Cheapside.
Dundas	Chesterville.	"	Dufferin (Clanbrassil P.O.)
"	Dundela.	"	Dunnville.
"	Inkerman.	"	Hagersville.
"	Iroquois.	"	Jarvis.
"	Morewood.	Haliburton	Nanticoke.

PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Haliburton	Victoria.	Lennox	Napanee.
"	York.	Lincoln	Beamsville.
Halton	Acton.	"	Castorville.
"	Burlington.	"	Grantham (St. Catharines P.O.)
"	Georgetown.	"	Merritton.
"	Milton.	"	Grimsby.
"	Oakville.	"	Niagara.
Hastings	Bancroft.	"	St. Catharines.
"	Belleville	Manitoulin I.	Gore Bay.
"	Delora.	"	Little Current.
"	Deseronto.	"	Manitowaning.
"	Madoc.	Middlesex	Ailsa Craig.
"	Trenton.	"	Belmont.
"	Tweed.	"	Coldstream.
Huron	Auburn.	"	Dorchester.
"	Brucefield.	"	Glencoe.
"	Blyth.	"	London.
"	Brussels.	"	Lucan.
"	Clinton.	"	Melbourne.
"	Dungannon.	"	Mt. Bridges.
"	Ethel.	"	Newbury.
"	Exeter.	"	Parkhill.
"	Fordwich.	"	Strathroy.
"	Goderich.	"	Wardville.
"	Gorrie.	Muskoka	Bracebridge.
"	Hensall.	"	Gravenhurst.
"	Seaforth.	"	Huntsville.
"	St. Helens.	"	Port Carling.
"	Winham.	Nipissing	Copper Cliff.
"	Wroxeter.	"	Halleybury.
Kent	Blenheim.	"	North Bay.
"	Bothwell.	"	Thornloe.
"	Chatham.	Norfolk	Bloomsburg.
"	Dresden.	"	Delhi.
"	Duart.	"	Port Dover.
"	Highgate.	"	Port Rowan.
"	Tilbury.	"	Smcoe.
"	Tilbury E. (Valetta P.O.)	"	Waterford.
"	Ridgetown.	Northumberland....	Brighton.
"	Romney.	"	Campbellford.
"	Thamesville.	"	Cobourg.
"	Wallaceburg.	"	Cold Springs.
"	Wheatley.	"	Colborne.
Lambton	Arkona.	"	Fenella.
"	Aberarder.	"	Gore's Landing.
"	Alvinston.	"	Warkworth.
"	Brigden.	Ontario	Beaverton.
"	Bunyan.	"	Brooklin.
"	Castleton.	"	Brougham.
"	Courtwright.	"	Cannington.
"	Forest.	"	Claremont.
"	Oil Springs.	"	Oshawa.
"	Port Edward.	"	Pickering.
"	Sarnia.	"	Port Perry.
"	Theford.	"	Sunderland.
"	Warrford.	"	Uxbridge.
"	Wyoming.	"	Whitby.
Lanark	Allan's Mills.	"	Zephyr.
"	Almonte.	Oxford	Drumbo.
"	Carleton Place.	"	Embro.
"	Dalhousie (McDonald's P.O.).	"	Harrington.
"	Lanark.	"	Ingersoll.
"	Middleville.	"	Kintore.
"	Pakenham.	"	Plattsville.
"	Perth.	"	Norwich.
"	Smith's Falls.	"	Otterville.
Leeds	Athens.	"	Princeton.
"	Brockville.	"	Tavistock.
"	Gananoque.	"	Tilsonburg.
"	Mallorytown.	"	Thamesford.
Lennox	Odessa.	"	Woodstock.

PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Parry Sound	Burk's Falls.	Simcoe	Tottenham.
"	Emsdale.	Victoria	Bobcaygeon.
"	Kearney.	"	Cambray.
"	Parry Sound.	"	Fenelon Falls.
"	Powassan.	"	Kinmount.
"	Rosseau.	"	Kirkfield.
"	South River.	"	Little Britain.
"	Sprucedale.	"	Lindsay.
"	Sundridge.	"	Manilla.
"	Trout Creek.	"	Oakwood.
Peel	Alton.	"	Omeme.
"	Belfountain.	"	Woodville.
"	Bolton.	Waterloo	Ayr.
"	Brampton.	"	Baden.
"	Caledon.	"	Berlin.
"	Cheltenham.	"	Elmira.
"	Claude.	"	Floradale.
"	Forks of the Credit.	"	Galt.
"	Inglewood.	"	Hawkesville.
"	Mono Road.	"	Hespeler.
"	Mono Mills.	"	Linwood.
"	Port Credit.	"	New Dundee.
"	Streetsville.	"	New Hamburg.
Perth	Atwood.	"	Prescott.
"	Listowel.	"	Waterloo.
"	Milverton.	"	Wellesley.
"	Monkton.	Welland	Bridgeburg.
"	Mitchell.	"	Fonthill.
"	Shakespeare.	"	Fort Erie.
"	St. Mary's.	"	Niagara Falls.
"	Stratford.	"	Niagara Falls South.
Peterborough	Hastings.	"	Port Colborne.
"	Lakefield.	"	Ridgeway.
"	Norwood.	"	Therold.
"	Peterborough.	"	Welland.
Prescott	Vankleekhill.	Wellington	Alma.
Prince Edward	Bloomfield.	"	Arthur.
"	Picton.	"	Belwood.
Rainy River	Dryden.	"	Clifford.
"	Fort Francis.	"	Orayton.
Renfrew	Admaston.	"	Elora.
"	Arnprior.	"	Erin.
"	Burnstown.	"	Ennotville.
"	Calabogie.	"	Fergus.
"	Cobden.	"	Glen Allen.
"	Douglas.	"	Guelph.
"	Pembroke.	"	Harriston.
"	Renfrew.	"	Hillsburg.
"	White Lake.	"	Morrison.
Russell	Russell.	"	Mount Forest.
"	Vars.	"	Palmerston.
Stormont	Avonmore.	"	Rockwood.
"	Cornwall.	Wentworth	Ancaster.
"	Finch.	"	Bnbrook.
"	Newington.	"	Dundas.
"	Wales.	"	Freelton.
Simcoe	Alliston.	"	Hamilton.
"	Angus.	"	Mill Grove.
"	Barrie.	"	Lynden.
"	Beeton.	"	Waterdown.
"	Bradford.	York	Aurora.
"	Coldwater.	"	Bracondale.
"	Collingwood.	"	Don.
"	Cookstown.	"	Highland Creek.
"	Creemore.	"	Islington.
"	Elmvale.	"	King.
"	Midland.	"	Maple.
"	Orillia.	"	Markham.
"	Penetanguishene.	"	Mount Albert.
"	Stayner.	"	Newmarket.
"	Sunnidale (New Lowell P.O.)	"	Queensville.

PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
York	Richmond Hill.	York	Toronto Junction.....
"	Scarborough.	"	Unionville
"	Stouffville.	"	Vandorf
"	Thornhill.	"	Weston
"	Toronto.	"	Woodbridge

The above list may be classified as follows .

Public Libraries reporting.....	263
Free Libraries reporting	126
Public Libraries not reporting.....	22
Free Libraries not reporting	3

Public Libraries incorporated since 31st December, 1900	18
Total	432

I. PUBLIC LIBRARIES (NOT FREE).

The following extracts are taken from the annual reports for the year ending 31st December, 1900 (For details see tables A and B):

1. *Classification of Public Libraries Reporting.*

Public Libraries, with libraries, reading rooms, and evening classes..	1
" " and reading rooms	108
" " only	154
Total	263

2. *Public Libraries—Receipts and Balances on hand.*

The total receipts of Public Libraries was	\$83,800 63
Balances on hand	4,649 85

3. *Public Libraries—Expenditure.*

The total expenditure of 263 Public Libraries was.....	\$79,150 78
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4. *Public Libraries—Assets and Liabilities.*

Assets of 263 Public Libraries	\$381,543 59
Liabilities of 263 Public Libraries	20,491 58

5. *Number of Members in Public Libraries.*

263 Public Libraries have 35,329 members.

6. *Number of Volumes in Public Libraries and number of Volumes issued.*

Number of volumes in 263 Libraries	478,996
Number of volumes issued in 263 Libraries	724,261

7. *Reading Rooms in Public Libraries.*

108 Libraries reporting have reading rooms.
 14 Libraries reported having periodicals for circulation.
 122 Libraries subscribed for 2,518 newspapers and periodicals.

8. *Evening Classes in Public Libraries.*

Two Libraries had 35 pupils in the drawing courses.

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc. of Public Libraries (not Free) for the year ending 30th April, 1900.

Public Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of members.	No. of volumes in Libraries.	No. of volumes issued.	No. of newspapers & periodicals.	Assets.	Liabilities.
	\$ c.	\$ c.	\$ c.					\$ c.	\$ c.
1 Aberarder.....	455 67	388 42	67 25	108	3,194	2,561	26	1,716 00	150 00
2 Adamston ..	103 57	94 13	9 44	167	1,125	1,450	....	557 00	....
3 Alma	158 18	157 76	42	112	721	565	....	459 67	30 00
4 Allan's Mills	53 60	45 81	7 79	105	473	494	....	300 00	....
5 Alliston	141 60	133 64	7 96	120	1,814	2,752	....	1,367 21	8 64
6 Almonte	562 90	457 40	105 50	135	3,177	5,615	23	3,338 00	22 00
7 Amherstburg	165 93	165 93	....	110	2,467	2,909	12	3,050 00	147 62
8 Ancaster	382 12	380 55	1 57	132	484	2,119	....	357 00	150 00
9 Angus	68 61	59 65	8 96	109	400	479	....	188 86	....
10 Arkona	456 37	453 59	2 78	102	2,154	2,957	20	1,300 00	190 00
11 Arthur	224 54	224 35	19	100	2,683	1,455	19	1,750 00	134 00
12 Atwood	436 52	421 53	14 99	112	1,252	5,066	....	1,001 41	173 43
13 Auburn	572 65	572 65	....	114	982	2,834	12	680 20	170 76
14 Aurora	540 87	515 11	25 76	141	2,756	7,349	....	3,753 76	1,009 00
15 Baden	242 18	242 18	....	113	2,676	1,042	17	1,429 53	52 25
16 Barrie	982 40	975 90	6 50	364	4,463	9,228	28	4,929 50	275 00
17 Bayham	133 68	90 93	42 75	108	525	442	....	373 81	....
18 Beamsville	332 60	323 16	9 44	168	2,002	3,728	5	2,056 13	....
19 Beaverton	424 47	398 68	25 79	115	1,227	2,334	23	1,028 89	105 68
20 Belleville	2,312 09	2,309 92	2 17	151	4,164	7,340	32	3,600 00	95 85
21 Belmont	55 24	49 87	5 37	104	1,150	1,121	....	843 65	1 74
22 Belwood	238 38	236 60	1 78	104	1,083	1,944	....	905 06	30 00
23 Bervie	267 09	240 27	26 82	110	926	422	....	536 82	175 82
24 Binbrook	254 80	217 85	36 95	111	514	1,114	....	292 52	120 24
25 Blenheim	543 22	527 52	15 70	178	3,269	5,783	22	2,755 00	160 00
26 Bloomfield	298 45	270 46	27 99	148	1,455	5,858	25	1,109 64	45 00
27 Blyth	110 92	96 50	14 42	102	1,381	1,190	....	696 33	....
28 Bobcaygeon	337 87	249 99	87 88	100	2,199	2,295	21	1,798 73	....
29 Bolton	258 92	258 92	....	160	2,613	4,800	18	1,350 00	8 77
30 Bowmanville	675 38	668 16	7 22	151	3,129	4,690	43	3,268 00	100 08
31 Bracebridge	285 76	283 18	2 58	129	2,437	4,177	22	2,500 00	18 75
32 Bracondale	274 75	252 22	22 53	112	861	1,594	2	575 00	100 00
33 Bradford	172 27	171 85	42	142	2,072	1,608	....	1,490 94	78 25
34 Bridgeburg	272 08	272 08	....	101	748	3,011	....	458 97	29 33
35 Brooklin	326 31	318 02	8 29	147	1,561	2,998	4	800 00	50 00
36 Bunyan	75 53	65 72	9 81	113	140	306	....	66 85	....
37 Burford	323 80	307 11	16 69	111	1,460	2,630	18	1,067 46	76 65
38 Burlington	365 02	331 45	33 57	103	1,943	3,699	9	1,529 78	110 00
39 Burnstown	88 67	81 89	6 78	75	673	795	....	310 00	....
40 Caistorville	175 92	175 92	....	125	221	850	....	167 42	148 29
41 Cambray	165 20	164 86	34	126	570	1,323	....	445 00	....
42 Campbellford	425 49	417 29	8 20	175	3,822	3,730	21	2,033 20	134 93
43 Cannington	276 36	276 36	....	105	2,069	2,843	21	1,700 93	57
44 Cargill	558 33	488 86	69 47	106	1,208	1,909	....	861 37	....
45 Carp	190 34	156 57	33 77	101	994	1,725	....	707 00	....
46 Chapleau	358 85	357 78	1 07	105	1,585	1,402	28	2,513 91	139 48
47 Chatsworth	135 90	135 90	....	102	2,365	3,794	10	1,633 00	8 25
48 Cheapside	102 08	90 90	11 18	118	1,271	1,325	....	852 69	....
49 Cheltenham	132 88	100 00	32 88	103	2,270	1,543	....	1,901 92	100 00
50 Claremont	187 84	187 84	....	104	1,980	1,479	....	1,404 14	11 46
51 Clarksburg	83 42	61 21	22 21	157	970	1,382	....	937 84	....
52 Claude	146 19	116 51	29 68	104	2,572	2,037	....	1,800 00	....
53 Cobden	199 61	199 61	....	130	271	1,374	....	184 08	85 38
54 Cobourg	1,010 19	1,008 20	1 99	213	3,251	10,901	31	1,650 00	131 00
55 Colborne	214 41	211 59	2 82	130	1,515	1,560	15	925 00	138 74
56 Cold Springs	340 75	337 05	3 70	120	1,181	1,039	....	1,012 15	150 00
57 Coldstream	276 04	267 86	8 18	101	1,314	2,398	22	726 05	100 00
58 Coldwater	492 15	475 70	16 45	150	1,335	3,146	21	877 60	220 63
59 Comber	357 73	337 11	20 62	100	1,504	2,655	16	820 00	....
60 Cookstown	141 55	141 55	....	114	1,083	10,471	....	598 15	114 15
61 Copper Cliff	130 17	93 03	37 14	105	1,171	788	....	930 32	....
62 Dalhousie (McDonald's Cor's).	69 54	66 21	3 33	114	417	870	2	260 00	....
63 Dorchester	192 65	174 91	17 74	116	819	1,075	....	495 48	....
64 Douglas	120 25	112 40	7 85	117	811	1,176	....	498 10	....
65 Dresden	361 36	351 66	9 70	104	1,295	3,792	....	894 68	142 79
66 Drumbo	232 05	215 78	16 27	103	303	1,085	....	211 89	40 00
67 Dryden	235 21	224 29	10 92	101	668	1,372	10	396 17	145 47

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc. of Public Libraries (not Free) for the year ending 30th April, 1900—*Continued.*

Public Libraries.	Receipts.		Expenditure.		Balance on hand.		Number of members.	No. of volumes in Libraries.	No. of volumes issued.	No. of newspapers & periodicals.	Assets.		Liabilities.	
	£	s. d.	£	s. d.	£	s. d.					£	s. d.	£	s. d.
68 Duart	280	42	245	43	34	99	101	2,335	1,924	...	1,580	61	85	32
69 Dundalk	172	46	167	80	4	66	157	2,461	2,268	5	1,600	00	...	...
70 Dundas	851	39	825	31	26	08	210	7,035	5,033	38	5,750	00	...	...
71 Dundela	34	84	34	09	75	...	112	246	463	...	66	59	24	16
72 Dungannon	227	08	187	33	39	75	107	1,466	1,800	15	789	83	92	33
73 Dunnville	224	66	212	27	12	39	104	3,152	5,898	2	1,112	39	...	...
74 Durham	311	64	256	79	54	85	126	3,968	3,328	23	4,004	85	...	...
75 Easton's Corners ..	170	94	135	46	35	48	101	940	741	...	681	02	...	...
76 Elmira	284	36	284	16	20	...	123	2,703	1,302	17	1,878	05	128	87
77 Elmvale	447	46	439	87	7	59	103	1,224	1,665	17	610	23	250	00
78 Eton	475	60	475	60	...	...	153	8,880	6,460	20	8,250	00	78	07
79 Embro	306	51	276	27	30	24	103	4,720	4,434	14	3,876	89	50	59
80 Emsdale	135	25	125	03	10	22	109	582	273	...	440	00	97	95
81 Ennottville	233	37	173	61	59	76	250	2,616	806	...	2,100	00	...	...
82 Essex	507	14	507	14	...	...	104	2,424	2,604	24	2,215	61	134	53
83 Ethel	176	73	130	13	46	60	148	1,329	1,703	...	875	26	130	00
84 Fenella	79	30	48	73	30	57	105	524	184	...	202	70	...	...
85 Fenelon Falls	360	02	352	30	7	72	134	3,209	3,720	32	2,419	93	117	62
86 Fergus	348	23	339	69	8	54	300	4,601	3,785	17	5,670	00	...	...
87 Floradale	150	31	140	11	10	20	149	1,894	1,723	...	922	97	...	...
88 Fonthill	314	25	306	13	8	12	104	2,508	2,431	19	2,279	50	135	00
89 Fort Erie	209	58	193	96	16	62	108	2,505	1,886	...	1,584	11	7	00
90 Fort Francis	420	60	420	60	...	...	103	625	1,809	25	655	00	46	05
91 Freelon	105	00	102	80	2	20	105	111	272	...	100	92	...	...
92 Gananoque	536	02	536	02	...	...	156	2,792	9,627	21	2,116	91	138	08
93 Glen Allen	104	43	103	11	1	32	105	802	1,058	...	537	12	...	...
94 Glenmorris	213	05	209	01	4	04	100	2,159	1,442	16	1,684	45	...	...
95 Gore's Landing	298	67	291	24	7	43	112	607	1,011	...	572	01	121	53
96 Gorrie	131	31	131	31	...	...	174	1,808	2,830	...	1,399	90	...	...
97 Haileybury	54	47	45	52	8	95	117	170	323	...	82	51	...	...
98 Haliburton	129	40	129	27	13	...	108	363	450	...	158	13	14	64
99 Harrington	219	54	201	65	17	89	61	693	854	...	450	00	...	...
100 Harrow	283	72	264	19	19	53	175	864	1,525	...	484	03	...	...
101 Hawkesville	212	95	205	79	7	16	122	734	1,977	...	329	41	78	91
102 Hensall	738	03	684	68	53	35	125	769	1,047	...	533	86	...	...
103 Hepworth	151	31	151	09	22	...	124	885	1,830	14	511	12	...	...
104 Hespeler	489	07	277	51	211	56	134	2,955	3,686	22	2,576	56	...	...
105 Highgate	226	94	226	75	19	...	103	1,109	4,191	...	820	00	127	06
106 Highland Creek ..	95	30	95	00	30	...	105	1,568	1,654	...	1,226	64	...	...
107 Hillsburg	280	00	250	00	30	00	106	719	1,385	...	465	00	200	00
108 Holland Centre ..	77	88	77	36	52	...	105	821	434	...	524	40	...	...
109 Holyrood	231	30	223	42	7	88	105	1,821	3,708	...	1,661	55	83	34
110 Huntsville	483	18	477	88	5	30	101	2,350	7,339	21	1,560	00	90	00
111 Inglewood	103	77	99	25	4	52	114	1,659	1,342	...	1,294	79	37	50
112 Islington	101	97	101	96	01	...	141	1,308	1,332	8	610	00	...	...
113 Jarvis	356	51	344	36	12	15	106	3,112	3,876	18	1,172	15	194	01
114 Kars	157	51	145	76	11	75	105	1,506	1,293	...	950	00	...	...
115 Kemble	269	54	262	93	6	61	109	518	1,379	4	253	13	200	00
116 Kinburn	137	51	134	51	3	00	118	1,233	1,258	...	752	87	28	50
117 Kincardine	392	10	392	10	...	...	192	4,226	7,032	26	3,735	00	350	88
118 Kingston	929	30	925	43	3	87	298	6,627	19,084	58	6,350	00	367	02
119 Kinnount	343	82	337	44	6	38	111	1,098	2,176	...	895	27	112	60
120 Kintore	40	75	29	40	11	35	146	684	1,023	...	476	04	40	00
121 Kirkfield	207	48	198	97	8	51	102	1,502	980	16	650	91	132	50
122 Lake Charles	131	31	129	63	1	68	102	1,751	2,637	...	1,218	93	...	...
123 Linwood	162	12	162	12	...	...	115	673	597	...	456	53	40	21
124 Lion's Head	83	70	79	99	3	71	151	1,230	621	...	209	74	...	...
125 Little Britain	329	08	306	09	22	99	155	1,540	1,723	25	1,279	48	62	43
126 Lucan	192	54	173	85	18	69	140	2,118	6,810	...	1,893	00	...	...
127 Lynden	235	50	225	83	9	67	112	1,251	2,503	5	681	56	75	00
128 Madoc	261	35	261	35	...	...	164	397	146	...	260	60	55	35
129 Mallorytown	299	06	281	31	17	75	107	1,206	1,080	...	732	50	199	99
130 Manilla	247	94	219	14	28	80	114	1,906	2,128	...	1,291	58	...	...
131 Manitowaning	282	74	270	08	12	66	235	929	737	...	598	98	209	78
132 Manotick	137	57	132	56	5	01	105	1,558	2,377	...	1,101	07	...	...
133 Maple	65	17	63	90	1	27	108	514	1,111	...	361	45	...	...
134 Markdale	329	54	309	76	19	78	152	2,404	2,786	17	2,156	13	35	00
135 Markham	198	36	198	36	...	...	107	2,857	4,137	...	2,005	00	39	...

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc. of Public Libraries (not Free) for the year ending 30th April, 1900.—Continued

Public Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of members.	No. of volumes in Libraries.	No. of volumes issued.	No. of newspapers & periodicals.	Assets.	Liabilities.
	\$ c.	\$ c.	\$ c.					\$ c.	\$ c.
136 Marksville	165 71	153 84	11 87	102	293	1,094		188 44	50 00
137 Meaford	417 61	417 28	33	157	2,481	1,257	19	2,785 00	
138 Melancthon	141 64	141 64		100	707	1,182		358 94	61 85
139 Melbourne	105 87	97 17	8 70	105	801	916		485 00	22 25
140 Metcalfe	283 92	283 92		114	141	165		149 17	12 42
141 Mildmay	373 33	328 82	44 51	111	1,325	1,816		753 56	142 33
142 Milton	173 85	173 85		160	5,138	5,775	24	4,100 00	18 23
143 Minden	172 70	154 99	17 71	101	651	1,052		596 68	18 00
144 Mississippi	160 05	149 59	10 46	105	557	777		345 24	146 35
145 Moulton	434 42	429 43	4 99	112	970	1,964		654 40	200 00
146 Mono Mills	34 53	2 00	32 53	7	501			255 59	
147 Mono Road	70 36	70 36		105	1,784	3,238		910 00	50 00
148 Morrisburgh	378 80	378 80		123	2,256	3,456	24	1,275 00	75 00
149 Morriston	113 10	64 49	48 61	101	1,055	1,416	3	619 24	
150 Mount Albert	145 00	118 28	26 72	101	617	1,215		408 06	56 11
151 Mount Forest	362 42	335 63	26 79	120	3,089	3,913	37	2,726 79	
152 Munster	81 35	70 50	10 85	115	161	160		76 28	
153 Nanticoke	213 05	212 39	66	168	1,622	1,841		1,069 64	100 00
154 Napanee	537 67	511 46	26 21	230	3,593	7,008	37	1,300 00	269 50
155 Newburgh	221 83	209 29	12 54	103	1,852	1,416	23	1,360 13	145 44
156 Newbury	171 17	163 28	7 89	150	275	234		162 41	129 27
157 New Dundee	253 75	223 59	30 16	104	425	770		206 00	150 00
158 New Hamburg	381 94	359 76	22 18	113	2,243	2,225	17	1,500 00	190 17
159 Newmarket	359 60	255 44	104 16	136	1,983	3,727		1,614 05	107 80
160 Niagara	320 16	320 16		104	5,020	5,935	25	4,850 00	
161 Niagara Falls	702 84	677 00	25 84	300	5,295	7,910	24	6,500 00	
162 North Gower	118 43	112 76	5 67	110	1,371	1,547		870 00	
163 Norwich	780 14	732 88	47 26	114	1,113	3,032	16	740 00	
164 Norwood	337 80	332 97	4 83	156	1,933	4,313	16	985 00	168 90
165 Oakville	258 44	257 57	87	132	3,196	3,196		2,720 00	40 66
166 Oakwood	514 64	498 48	16 16	110	1,120	2,041	21	755 71	238 87
167 Odessa	266 78	264 81	1 97	156	706	1,805	15	423 04	95 04
168 Omeme	300 49	299 68	81	123	1,075	2,394	22	894 26	96 96
169 Ophir	126 35	96 95	29 40	117	363	31		130 20	75 00
170 Orangeville	781 13	719 62	61 51	190	3,128	3,305	29	3,181 75	250 00
171 Orillia	889 00	883 23	5 77	187	3,835	6,384	22	3,768 30	315 00
172 Orono	153 60	153 49	11	93	1,211	1,630		1,058 76	14 81
173 Owen Sound	447 37	447 37		239	4,637	10,694	24	5,000 00	
174 Oxford Mills	80 56	79 96	60	93	1,120	4,257		904 43	
175 Pakenham	114 37	111 55	3 32	120	479	927		347 12	47 74
176 Palmerston	421 85	421 85		264	1,694	5,314	26	1,050 00	350 00
177 Paris	641 52	641 52		155	6,777	6,766	36	11,245 11	22 70
178 Perth	364 34	355 59	8 75	179	4,036	5,157	14	1,908 75	177 07
179 Peterborough	1,276 18	1,180 19	95 99	387	9,260	15,003	81	10,900 61	60 00
180 Pickering	198 36	135 21	63 15	113	1,589	2,155		1,050 00	
181 Picton	545 94	542 83	3 11	210	2,888	6,841	20	1,335 00	60 00
182 Pinkerton	377 11	375 58	1 73	100	966	2,046		581 37	132 00
183 Plattsville	132 67	87 30	45 37	100	813	1,070		520 76	
184 Point Edward	376 37	256 38	119 99	146	2,988	2,738		3,344 10	
185 Port Arthur	994 97	967 67	27 30	130	1,719	3,308	21	1,949 80	342 81
186 Port Credit	188 83	175 68	13 15	101	1,311	1,322		759 59	25 00
187 Port Dover	225 33	225 33		100	380	73	10	252 06	155 00
188 Port Elgin	159 01	158 06	95	105	3,123	3,560	17	1,713 29	
189 Port Hope	689 54	623 35	66 19	164	4,658	2,260	30	4,069 43	510 24
190 Port Perry	460 40	450 84	9 56	125	1,717	4,113	23	1,350 00	83 76
191 Port Stanley	186 80	186 31	49	119	992	2,248	1	826 70	
192 Powassan	220 65	219 05	1 60	117	417	1,031		203 85	97 00
193 Preston	458 95	450 66	8 29	150	5,732	3,958	28	6,009 29	
194 Princeton	347 41	346 72	69	104	1,160	3,136		630 87	82 93
195 Queensville	121 65	119 45	2 20	125	1,836	1,986		1,145 27	55 00
196 Rat Portage	1,200 20	1,191 59	8 61	115	1,847	4,315	26	1,542 60	470 00
197 Richmond	164 23	154 60	9 63	102	1,115	1,813		750 88	
198 Ridgetown	421 87	421 87		203	3,262	3,328	17	4,355 49	31 25
199 Riversdale	90 82	63 58	27 24	117	761	496		438 06	
200 Rockwood	183 72	175 82	790	112	1,105	2,077	13	470 27	
201 Rodney	290 31	267 95	22 36	201	776	1,512	16	710 63	156 74
202 Romney	253 56	229 69	23 87	105	1,948	1,486	5	1,472 95	10 25
203 Rosemont	422 71	417 71	5 00	107	934	1,331		640 19	200 29

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc. of Public Libraries (not Free) for the year ending 30th April, 1900.—*Concluded.*

Public Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of members.	No. of volumes in Libraries.	No. of volumes issued.	No. of newspapers & periodicals.	Assets.	Liabilities.
	£ s. d.	£ s. d.	£ s. d.					£ s. d.	£ s. d.
204 Rosseau	262 35	236 88	25 47	104	419	543	....	200 00	200 00
205 Russell	339 49	322 22	17 27	152	1,337	3,941	23	1,927 61	99 14
206 Sarnia	3,459 99	3,265 63	194 36	1,191	2,866	18,312	47	2,812 40	....
207 Scarborough	291 47	250 27	41 20	110	4,860	3,180	....	3,575 00	....
208 Schreiber	1,026 30	1,001 00	25 30	149	1,346	2,874	12	1,573 20	201 52
209 Scotland	281 85	268 00	13 85	122	906	3,329	26	595 27	....
210 Shakespeare	455 08	410 73	44 35	114	994	2,849	....	600 51	100 00
211 Shallow Lake	73 40	72 22	1 18	114	714	565	....	328 87	....
212 Shedden	198 64	186 77	11 87	105	1,002	1,830	....	538 87	135 00
213 Southampton	231 74	131 94	99 80	119	3,860	2,900	3	3,069 06	....
214 South River	234 23	225 34	8 89	107	650	1,360	....	859 73	....
215 Sparta	238 55	199 36	39 19	118	2,115	2,587	....	1,602 34	20 78
216 Spencerville ...	100 00	90 98	9 02	102	386	1,123	....	300 00	35 00
217 Sprucedale	229 50	229 50	....	110	351	76	....	210 90	204 50
218 Strathroy	819 56	732 98	86 58	268	5,352	13,180	26	5,050 00	19 83
219 Streetsville	511 23	511 23	....	102	2,605	1,783	18	2,750 00	284 15
220 St. George	428 26	427 41	85	113	4,671	4,089	13	5,011 67	....
221 St. Helen's	202 17	193 85	8 32	105	1,393	1,553	20	1,160 00	65 00
222 Sunderland	331 25	254 09	77 16	105	1,485	1,099	22	1,029 75	....
223 Sunnidale (New Lowell)	166 78	166 78	....	124	285	1,464	....	163 80	6 00
224 Tavistock	481 33	428 56	52 77	105	2,703	3,332	26	1,533 52	....
225 Teeswater	359 19	301 28	57 91	133	3,331	2,267	22	2,200 00	....
226 Thamesford	200 62	200 62	....	119	1,644	3,136	13	1,186 92	16 07
227 Thamesville	673 97	672 06	1 91	201	3,162	6,046	14	2,689 87	330 00
228 Thedford	256 94	227 73	29 21	104	1,589	4,543	....	915 00	....
229 Thornbury	99 29	93 05	6 24	149	710	1,851	....	380 00	16 00
230 Thornhill	158 09	158 09	....	105	638	597	11	418 56	50 98
231 Thornloe	64 11	63 37	74	111	238	387	....	133 37	....
232 Tilbury	459 89	459 89	....	109	1,633	1,534	22	1,142 99	168 12
233 Tilbury E (Valletta P.O.)	127 37	103 30	24 07	100	1,590	934	....	500 00	....
234 Tilsonburg	603 23	586 03	17 20	200	2,385	5,882	17	1,700 00	150 00
235 Tiverton	205 78	202 63	3 15	100	1,660	2,911	....	875 00	77 96
236 Toronto Junction	868 14	815 50	52 64	139	2,984	4,141	29	2,350 00	133 10
237 Trout Creek	168 87	168 87	....	105	853	1,852	....	572 96	155 79
238 Underwood	172 99	166 53	6 46	124	2,183	2,436	....	970 00	20 00
239 Unionville	125 78	125 16	62	50	463	1,356	....	275 00	....
240 Vandorf	191 93	175 57	16 36	102	2,060	774	....	1,600 00	92 50
241 Vankleek Hill	248 53	225 45	23 08	154	548	4,655	9	432 35	....
242 Vars	261 30	242 30	19 00	106	643	586	....	421 55	....
243 Victoria (Canada P.O.)	144 28	134 71	9 57	118	2,068	1,390	....	1,435 94	....
244 Wales	215 53	215 53	....	105	428	210	....	204 53	93 00
245 Walkerton	298 84	292 61	6 23	114	2,485	3,282	18	1,914 15	47 72
246 Wardsville	98 00	97 45	55	110	1,298	1,363	....	850 57	67 80
247 Warkworth	266 67	266 67	....	100	979	746	21	628 62	228 85
248 Waterdown	149 25	147 91	1 34	132	1,835	1,170	....	733 34	27 00
249 Welland	498 03	406 55	91 48	210	3,395	5,737	27	4,133 24	....
250 Wellesley	244 63	222 37	22 26	256	735	3,415	....	437 42	....
251 West Lorne	176 70	176 43	27	244	954	1,443	7	725 00	100 00
252 Weston	379 14	374 56	4 58	111	2,996	4,674	27	2,350 00	104 79
253 Wheatley	195 00	173 00	22 00	112	1,594	820	....	850 00	35 00
254 White Lake	74 60	71 55	3 05	126	538	1,000	....	252 25	....
255 Whitby	384 83	375 30	9 53	145	2,864	4,760	....	1,850 00	115 87
256 Williamstown	170 79	170 24	55	126	982	1,070	....	1,070 81	57 03
257 Winchester	214 03	214 03	....	101	874	1,124	....	596 70	26 51
258 Wingham	539 62	530 12	9 50	112	3,163	3,674	47	2,140 00	....
259 Woodbridge	260 70	155 03	105 67	199	1,655	1,628	14	1,721 67	267 00
260 Woodstock	706 63	652 62	54 01	302	5,385	12,176	36	3,700 00	179 54
261 Woodville	272 25	267 55	4 70	102	2,127	2,092	29	1,375 00	....
262 York	223 34	223 34	....	100	734	1,721	....	429 48	13 64
263 Zephyr	249 59	248 19	1 40	107	815	1,594	....	527 11	195 68
Total	83,800 63	79,150 78	4,649 85	35,329	478,996	724,261	2,518	381,543 59	20,491 58

II. PUBLIC LIBRARIES, FREE.

The following extracts are taken from the Annual Reports for the year ending 31st December, 1900, (for details see table B).

1. *Classification of Free Libraries Reporting.*

Free Libraries, with libraries, reading rooms, and evening classes..	1
“ “ “ “ and reading rooms	78
“ “ “ “ only	47
Total	126

2. *Free Libraries Receipts and Balances on hand.*

The total receipts of 126 Free Libraries was	\$126,834 86
Balances on hand	9,529 52

3. *Free Libraries Expenditure.*

The total expenditure of 126 Free Libraries was.....	117,305 34
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4. *Free Libraries Assets and Liabilities.*

Assets of 126 Free Libraries	642,756 55
Liabilities “	113,451 74

5. *Number of Readers in Free Libraries.*

126 Free Libraries report having had 111,879 readers.

6. *Number of Volumes in Free Libraries, and Number of Volumes Issued.*

Number of volumes in 126 Free Libraries.....	510,054
Number of volumes issued “	1,810,450

7. *Reading Rooms in Free Libraries.*

83 Free Libraries subscribed for 3,453 newspapers and periodicals.

TABLE B — Receipts and Expenditure, Assets and Liabilities of Free Libraries for the year ending 30th April, 1901.

Free Libraries.	Receipts.	Expenditures.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	No. of newspapers and periodicals.	Assets.	Liabilities.
	\$ c.	\$ c.	\$ c.					\$ c.	\$ c.
1 Acton	271 71	258 66	13 05	198	1,510	3,162		1,563 89	200 00
2 Ailsa Craig	270 81	179 94	90 87	112	2,001	1,755		1,841 27	47 08
3 Algonquin	101 92	98 50	3 42	125	1,267	1,202		762 25	
4 Alton	266 80	244 00	22 80	188	4,996	2,688		4,209 23	
5 Alvinston	421 30	397 30	24 00	220	1,304	2,450	17	900 00	225 00
6 Arnprior	421 12	419 09	2 03	352	2,132	4,403		1,282 03	95 17
7 Aylmer	443 44	443 44		391	3,639	7,288	26	3,200 00	2 20
8 Ayr	300 22	276 78	23 44	399	3,139	5,900	31	1,625 00	
9 Beeton	325 94	325 56	38	117	2,377	1,976	13	1,300 40	129 71
10 Belfountain	113 48	113 49		150	1,891	1,719		1,200 00	
11 Berlin	1,822 82	1,822 82		868	7,086	16,496	54	6,960 79	
12 Bothwell	530 81	438 18	92 63	400	1,655	3,862		1,186 87	200 24
13 Brampton	825 45	590 64	234 81	795	3,664	10,659	19	2,120 00	
14 Brantford	3,420 85	2,672 13	748 72	2,345	16,938	66,715	67	14,250 00	
15 Brighton	319 05	319 05		304	2,425	3,571	17	1,242 80	167 16
16 Brockville	2,077 01	1,868 33	208 68	2,234	8,808	40,727	49	4,600 00	
17 Brussels	415 30	409 33	5 97	145	2,381	4,428	28	1,226 00	
18 Burk's Falls	601 84	591 65	10 19	304	1,525	2,907	23	1,035 00	
19 Caledon	203 23	203 23		109	2,728	1,896		2,118 10	84 43
20 Caledonia	261 56	226 00	35 56	152	2,163	3,379		1,000 00	
21 Camden East	175 55	175 55		229	1,396	2,444	18	765 82	26 54
22 Cardinal	330 48	330 48		153	4,570	2,509	33	1,235 00	200 10
23 Carleton Place	610 76	487 86	122 90	400	3,688	14,264	16	2,540 00	1 50
24 Cayuga	293 74	284 62	9 12	110	1,444	3,168		860 00	199 68
25 Chatham	1,667 45	1,409 97	257 48	800	6,553	20,329	38	5,077 48	
26 Chesley	431 01	327 67	103 34	308	1,567	5,832	21	858 34	
27 Chesterville	214 59	204 11	10 48	230	925	2,554		660 71	
28 Clifford	357 80	357 85		151	3,189	1,958		1,461 54	153 41
29 Clinton	839 63	738 32	101 31	483	3,526	10,082	28	12,640 00	
30 Collingwood	1,024 57	963 60	60 97	634	4,781	11,104	37	5,100 76	105 75
31 Copleston	130 15	118 15	12 00	131	739	1,825		425 00	
32 Cornwall	835 07	796 21	38 86	641	3,091	12,888	37	2,149 71	722 15
33 Creemore	122 86	99 38	23 48	165	979	2,068		457 13	
34 Deseronto	1,494 64	1,322 84	111 80	800	2,931	35,754	63	3,092 33	385 00
35 Delhi	480 24	433 59	46 65	230	1,471	3,403	20	1,009 27	
36 Don	154 77	150 75	4 02	101	777	872	2	561 21	25 00
37 Dutton	290 70	281 15	9 55	302	1,293	3,953		934 07	187 92
38 Enterprise	61 17	59 60	1 57	150	761	1,067		401 42	
39 Erin	152 51	138 20	14 31	178	1,732	2,776		1,194 66	
40 Exeter	607 66	605 13	2 53	453	3,999	9,461	19	2,370 00	20 00
41 Fordwich	125 25	113 29	11 96	61	1,612	1,762		900 00	10 00
42 Forest	485 26	445 07	40 19	400	3,129	7,676	27	2,992 15	200 00
43 Galt	1,397 80	1,396 54	1 36	1,191	4,241	21,108	42	5,500 00	
44 Garden Island	890 91	688 85	202 06	118	5,256	1,161	28	2,991 00	
45 Georgetown	402 49	360 79	41 70	425	2,648	6,929	28	2,080 00	50 00
46 Glencoe	279 58	279 58		288	1,954	4,010		1,037 10	10 95
47 Goderich	526 50	457 81	68 69	600	3,814	14,090	26	1,350 00	62 70
48 Grand Valley	303 60	286 28	17 32	197	2,245	2,555	15	1,135 00	138 71
49 Grantham	355 04	342 82	12 22	197	1,458	2,060		915 00	50 00
(St. Catharines)									
50 Gravenhurst	191 22	179 25	11 97	268	2,122	12,930		1,058 62	
51 Grimsby	506 90	506 90		873	4,018	14,272	21		55 72
52 Guelph	1,722 22	1,722 22		1,210	10,418	59,666	45	10,700 00	
53 Hagersville	554 10	533 01	21 09	700	1,758	6,549	24	1,191 55	252 15
54 Hamilton	14,548 58	14,515 74	32 84	11,121	28,578	201,784	254	70,343 00	28,340 00
55 Hanover	217 05	216 55	50	215	593	3,314		431 52	157 83
56 Harriston	350 33	257 62	92 71	367	4,007	4,873	27	2,493 61	370 65
57 Ingersoll	831 72	817 46	14 26	750	3,758	19,983	25	2,100 00	
58 Iroquois	224 85	295 59	29 26	298	1,778	3,945	22	1,756 64	
59 Kemptville	388 49	273 59	109 90	103	917	420		671 54	243 49
60 Kingsville	412 16	369 11	43 05	236	1,172	2,327	23	950 00	108 33
61 Lakefield	185 57	165 61	19 96	1,782	994	2,242	15	569 96	
62 Lanark	381 51	357 43	24 08	194	1,273	3,818	17	837 02	70 00
63 Lancaster	279 42	233 05	46 37	220	2,665	3,027	5	1,300 00	

TABLE B.—Receipts, Expenditure, Assets and Liabilities of Free Libraries.—*Con.*

Free Libraries.	Receipts.	Expenditures.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	No. of newspapers and periodicals.	Assets.	Liabilities.
	\$ c.	\$ c.	\$ c.					\$ c.	\$ c.
64 Leamington	482 41	386 82	95 59	412	1,863	4,897	17	1,292 00	...
65 Lindsay	1,113 77	1,101 07	12 70	989	3,366	16,823	47	3,512 70	50 00
66 Listowel	581 99	581 99	.....	567	2,621	5,200	21	1,900 00	221 69
67 Little Current..	126 90	126 84	06	265	1,189	3,300	.....	819 64	.....
68 London	10,836 94	8,810 77	2,026 17	5,000	14,767	81,122	190	38,026 17	20,730 61
69 Lucknow	387 20	383 88	3 32	344	3,024	5,729	1	1,600 00	.....
70 Merrickville....	558 53	506 80	51 73	247	2,221	4,485	.....	2,200 00	200 06
71 Merritton	234 33	165 54	68 79	204	1,519	2,344	.....	906 16	.....
72 Midland	723 69	671 97	51 71	350	2,067	8,904	21	1,001 71	218 37
73 Millbrook	419 59	391 63	27 96	296	1,640	5,932	28	1,161 08	209 00
74 Millgrove	234 65	234 65	.....	120	401	676	2	228 15	148 80
75 Milverton	314 27	285 22	29 05	191	1,537	2,348	.....	1,038 68	100 00
76 Mitchell	558 80	530 66	28 14	264	3,753	7,017	22	4,619 38	.....
77 Nairn Centre ..	106 88	106 88	.....	102	510	1,019	8	114 88	56 83
78 Napanee Mills..	229 11	229 11	.....	116	933	1,738	.....	400 00	133 39
(Strathcona P.O.)									
79 Niagara Falls S.	185 06	179 03	6 03	292	2,240	2,466	.....	1,385 00	3 00
80 North Augusta.	382 64	369 14	13 50	121	1,173	669	.....	745 52	150 00
81 North Bay	294 63	272 65	21 98	260	1,802	3,235	16	1,629 48	18 75
82 Oil Springs	384 52	384 52	.....	261	1,695	4,292	..	1,283 00	.....
83 Oshawa	796 49	705 94	90 55	727	2,826	9,979	29	1,730 00	260 00
84 Otterville	187 30	145 54	41 76	183	586	2,915	.....	369 20	100 00
85 Paisley	433 99	420 57	13 42	365	4,129	6,202	20	2,700 00	46 25
86 Parkhill	196 13	189 27	6 86	334	1,864	4,129	.....	1,045 43	.....
87 Parry Sound....	413 01	411 11	1 90	269	1,408	2,727	20	1,039 36	75 00
88 Penetanguishene	436 97	436 97	.....	320	4,523	11,530	8	2,456 77	.....
89 Port Carling ..	142 16	141 59	57	126	1,286	897	12	543 00	50 00
90 Port Colborne ..	274 26	263 74	10 52	297	1,746	1,523	1	1,346 30	63 79
91 Port Rowan	327 95	306 27	21 68	279	1,782	3,774	.....	1,888 28	200 00
92 Prescott	504 84	460 39	44 45	722	4,523	12,458	22	5,239 99	9 89
93 Primrose	151 87	133 57	18 30	123	921	1,480	.....	650 00	112 99
94 Renfrew	337 29	337 29	..	290	2,936	8,865	20	3,075 00	157 87
95 Richmond Hill..	286 53	240 92	45 61	130	2,734	3,534	28	1,925 00	.....
96 Ridgeway	147 22	145 25	1 97	98	904	1,812	.....	663 18	.....
97 Sault Ste. Marie	494 37	444 77	49 60	274	1,865	6,137	20	1,032 00	.....
98 Seaforth	846 43	837 60	8 83	338	4,471	14,982	15	4,108 83	900 00
99 Shelburne	410 20	408 70	1 50	229	2,067	5,109	20	1,675 85	171 74
100 Simcoe	989 23	740 49	248 74	461	4,656	11,134	52	8,348 74	.....
101 Smith's Falls ..	968 71	968 71	.....	624	4,344	13,970	26	1,985 00	229 51
102 Springfield	359 79	359 30	49	122	1,386	865	.....	1,028 04	386 00
103 Stayner	162 35	156 92	5 43	192	1,425	3,628	.....	934 00	35 00
104 Stouffville	318 04	311 12	6 92	450	3,500	5,460	30	3,905 00	.....
105 Stratford	1,451 53	1,204 62	246 91	1,400	5,770	35,376	41	4,531 83	.....
106 St. Catharines..	1,742 15	1,635 59	106 56	1,799	7,525	40,400	41	6,438 49	.....
107 St. Mary's	591 46	521 97	69 49	650	4,543	11,223	23	2,450 00	200 00
108 St. Thomas	1,971 12	1,809 46	161 66	1,132	7,293	21,511	48	4,950 00	.....
109 Sundridge	196 42	196 42	.....	123	911	1,571	13	625 50	.....
110 Tamworth	193 18	177 96	15 22	185	1,250	1,926	23	508 50	151 77
111 Tara	219 79	219 14	65	222	1,874	3,507	18	1,903 53	15 00
112 Thessalon	567 07	545 44	21 63	250	1,700	2,116	12	1,025 39	267 69
113 Thorold	655 64	622 97	32 67	700	4,509	8,120	19	3,060 00	.....
114 Toronto	34,116 79	33,196 38	920 41	45,522	117,127	556,196	946	256,043 97	53,511 68
115 Tottenham	202 67	202 67	.....	134	2,279	1,329	.....	1,192 60	47 13
116 Trenton	455 81	455 81	.....	580	1,445	5,806	64	1,400 00	286 80
117 Uxbridge	747 07	747 07	.....	307	5,904	8,711	29	9,350 00	194 22
118 Wallaceburg	534 62	387 16	147 46	372	1,259	7,606	20	974 22	.....
119 Waterford	284 85	239 54	45 31	215	1,304	2,892	.....	890 00	.....
120 Waterloo	701 93	661 27	40 66	431	6,781	10,022	30	5,534 41	.....
121 Watford	396 52	396 14	38	280	2,322	5,439	20	1,600 00	194 38
122 Westford	104 04	103 49	55	56	1,179	372	.....	967 00	.....
123 Wiarton	623 98	595 62	28 36	243	2,864	4,195	22	2,162 33	243 76
124 Windsor	3,954 09	2,615 07	1,339 02	1,200	9,133	44,887	57	8,874 75	.....
125 Wroxeter	354 58	346 24	8 34	263	3,847	3,397	11	3,989 40	3 10
126 Wyoming	137 94	137 94	.....	120	1,573	2,568	.....	2,000 00	.....
Total	126,834 86	117,305 34	9 529 52	111,879	510,054	1,810,450	3,453	642,756 55	113,451 74

PROPORTIONATE NUMBER OF VOLUMES IN PUBLIC LIBRARIES

Libraries with less than 250 Volumes.

Banyan, Caistorville, Dundela, Freulton, Haileybury, Metcalfe, Munster, Ophir, Thornloe.—9.

Libraries with over 250 and less than 500 Volumes.

Allan's Mills, Ancaster, Angus, Cobden, Dalhousie (McDonald's Corners P.O.), Drumbo, Haliburton, Madoc, Marksville, Millgrove, Newbury, New Dundee, Pakenham, Port Dover, Powassan, Rosseau, Spencerville, Sprucedale, Sunnidale (New Lowell P.O.), Unionville, Wales.—21.

Libraries with over 500 and less than 1,000 Volumes.

Alma, Auburn, Bayham, Bervie, Binbrook, Bracondale, Bridgeburg, Burnstown, Cambray, Carp, Ohesterville, Clarksburg, Copleston, Creemore, Don, Doncaster, Douglas, Dryden, Easton's Corners, Emsdale, Enterprise, Fenella, Fort Francis, Glen Allan, Gore's Landing, Hanover, Harrington, Harrow, Hawkesville, Hensall, Hepworth, Hillsburg, Holland Centre, Kemble, Kemptville, Kintore, Lakefield, Linwood, Manitowaning, Maple, Melancthon, Melbourne, Minden, Mississippi, Monkton, Mono Mills, Mount Albert, Nairn Centre, Napanee Mills, Odessa, Otterville, Pinkerton, Plattsville, Port Stanley, Primrose, Ridgetown, Riversdale, Rodney, Rosemont, Scotland, Shakespeare, Shallow Lake, South River, Sundridge, Thornbury, Thornhill, Trout Creek, Vankleek Hill, Vars, Warkworth, Wellesley, West Lorne, White Lake, Williamstown, Winchester, York, Zephyr.—77.

Libraries with over 1,000 and less than 1,500 Volumes.

Algonquin, Admaston, Alvinston, Atwood, Beaverton, Belmont, Belwood, Bloomfield, Blyth, Burford, Camden East, Cargill, Cayuga, Oheapside, Cold Springs, Coldstream, Coldwater, Cookstown, Copper Cliff, Delhi, Dresden, Dungannon, Dutton, Elmvale, Ethel, Grantham (St. Catharines P.O.), Highgate, Islington, Kinburn, Kinmount, Kingsville, Lanark, Lion's Head, Little Current, Lynden, Mallorytown, Mildmay, Morriston, North Augusta, Norwich, Oakwood, Omemee, Orono, Oxford Mills, Parry Sound, Port Carling, Port Credit, Princeton, Richmond, Rockwood, Russell, Schreiber, Shedden, Springfield, Stayner, St. Helens, Sunderland, Tamworth, Trenton, Wallaceburg, Waterford, Wardsville, Westford —63.

Libraries with over 1,500 and less than 2,000 Volumes.

Acton, Alvinston, Belfountain, Bothwell, Brooklin, Burk's Falls, Burlington, Chapleau, Chesley, Claremont, Colborne, Comber, Erin, Floradale, Fordwich, Gorrie, Glencoe, Hagersville, Highland Creek, Holyrood, Inglewood, Iroquois, Kars, Kirkfield, Lake Charles, Leamington, Little Britain, Manilla, Manotick, Merritton, Millbrook, Milverton, Mono Road, Nanticoke, Newburg, Newmarket, North Bay, North Gower, Norwood, Oil Springs, Palmerston, Parkhill, Pickering, Port Arthur, Port Colborne, Port Perry, Port Rowan, Queensville, Rat Portage, Romney, Sault Ste. Marie, Tara, Thessalon, Thamesford, Thedford, Tilbury, Tilbury East, Tiverton, Waterdown, Wheatley, Woodbridge, Wyoming.—62.

Libraries with over 2,000 and less than 2,500 Volumes.

Ailsa Craig, Amherstburg, Arkona, Arnprior, Beamsville, Beaton, Bobcaygeon, Bracebridge, Bradford, Brighton, Brussels, Caledonia, Cannington, Chatsworth, Cheltenham, Duart, Dundalk, Essex, Glenmorris, Grand Valley, Gravenhurst, Huntsville, Lucan,

Markdale, Meaford, Merrickville, Midland, Morrisburg, New Hamburg, Niagara Falls South, Picton, Shelburne, Sparta, Tottenham, Underwood, Vandorf, Victoria, Walkerton, Watford, Woodville.—40.

Libraries with over 2,500 and less than 3,000 Volumes.

Arthur, Aurora, Baden, Bolton, Caledon, Claude, Deseronto, Elmira, Ennotville, Fonthill, Fort Erie, Gananoque, Georgetown, Hespeler, Lancaster, Listowel, Markham, Oshawa, Point Edward, Renfrew, Richmond Hill, Sarnia, Streetsville, Tavistock, Tilsonburg, Toronto Junction, Weston, Whitby, Wiarton.—29.

Libraries with over 3,000 and less than 3,500 Volumes.

Aberarder, Almonte, Ayr, Elenheim, Bowmanville, Olifford, Cobourg, Cornwall, Dunnville, Fenelon Falls, Forest, Jarvis, Lindsay, Lucknow, Mount Forest, Oakville, Orangeville, Port Elgin, Ridgetown, Teeswater, Thamesville, Welland, Wingham —23.

Libraries with over 3,500 and less than 4,000 Volumes.

Aylmer, Brampton, Campbellford, Carleton Place, Orlinton, Durham, Exeter, Goderich, Ingersoll, Mitchell, Napanee, Orillia, Southampton, Stouffville, Wroxeter.—15.

Libraries with over 4,000 and less than 5,000 Volumes.

Alton, Barrie, Belleville, Cardinal, Collingwood, Embro, Fergus, Galt, Grimsby, Harriston, Kincardine, Owen Sound, Paisley, Penetanguishene, Perth, Port Hope, Prescott, Scarboro, Seaforth, Simcoe, Smith's Falls, St. George, St. Mary's, Thorold.—24.

Libraries with over 5,000 and less than 6,000 Volumes.

Garden Island, Milton, Niagara, Niagara Falls, Preston, Strathroy, Stratford, Uxbridge, Woodstock.—9.

Libraries with over 6,000 and less than 8,000 Volumes.

Berlin, Chatham, Dundas, Kingston, Paris, St. Catharines, St. Thomas, Waterloo.—8.

Libraries with over 8,000 and less than 10,000 Volumes.

Brockville, Elora, Peterborough, Windsor.—4.

Libraries with over 10,000 and less than 20,000 Volumes.

Brantford, Guelph, London.—3.

Library with over 20,000 and less than 30,000 Volumes.

Hamilton.—1.

Library with over 100,000 Volumes.

Toronto.—1.

TABLE C.—Evening Classes in Drawing in Public Libraries.

Public Library.	Number of Students.	Primary Course.
Peterborough	25	Geometry, Perspective.
Total	25	

Public Library.	Number of Students.	Mechanical Course.
Galt	10	Descriptive Geometry, Machine Drawing, Building Construction, Architectural Designs, Advanced Perspective.
Peterborough	25	Machine Drawing
Total	35	

III. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

Tables D to H show the number of Certificates awarded from the commencement of this branch of the Education Department—1882 to 1901.

TABLE D.—Certificates awarded in Primary Art Courses from 1882 to 1901.

Year.	Freehand drawing.	Geometry.	Perspective.	Model drawing.	Blackboard drawing.	Teacher's certificates.	Total.
1882.....	28	21	17	12	28	.....	106
1883.....	84	89	58	47	76	.....	354
1884.....	153	174	139	138	86	66	756
1885.....	214	529	301	168	198	122	1,532
1886.....	634	672	149	662	414	77	2,608
1887.....	643	1,204	428	444	122	103	2,944
1888.....	805	882	520	403	236	133	2,979
1889.....	1,002	961	394	470	494	187	3,508
1890.....	1,000	1,009	290	811	313	130	3,553
1891.....	1,085	1,569	292	746	422	164	4,278
1892.....	1,361	1,419	569	1,120	720	338	5,527
1893.....	1,769	1,277	439	876	392	220	4,973
1894.....	1,383	719	548	550	562	153	3,915
1895.....	1,813	1,429	658	1,311	991	341	6,543
1896.....	1,195	569	361	1,110	1,121	265	4,621
1897.....	716	500	212	704	516	114	2,762
1898.....	854	311	173	1,224	604	149	3,315
1899.....	1,062	465	168	1,128	1,170	160	4,153
1900.....	1,000	254	194	675	1,007	130	3,260
1901.....	1,366	87	59	605	431	29	2,577
Total.....	18,167	14,140	5,969	13,204	9,903	2,881	64,264

TABLE E.—Certificates Awarded in Advanced Art Course from 1883 to 1901.

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Industrial design.	Teachers' certificates.	Total.
1883	5	5	12	18	.....	.....	.....	40
1884	16	5	12	12	.....	.....	.....	45
1885	33	18	35	29	.....	.....	4	119
1886	35	24	19	48	.....	.....	3	129
1887	59	27	28	25	34	.....	14	187
1888	22	17	39	44	20	.....	9	151
1889	65	36	58	24	25	.....	14	222
1890	62	30	76	43	22	.....	15	248
1891	80	52	67	66	38	.....	23	326
1892	24	32	53	72	37	.....	13	231
1893	58	54	73	62	54	.....	13	314
1894	31	44	58	79	68	.....	24	304
1895	56	52	78	58	29	.....	11	284
1896	60	74	103	113	.....	29	17	396
1897	61	47	126	95	.....	41	18	388
1898	67	73	169	187	.....	44	18	558
1899	61	69	152	160	.....	57	22	521
1900	80	55	82	119	.....	31	17	384
1901	76	37	133	82	.....	85	13	426
Total	951	751	1,373	1,336	327	287	248	5,273

TABLE F.—Certificates awarded in Industrial Art Course from 1885 to 1901.

Year.	Modelling in clay.	Wood carving.	Wood engraving.	Lithography.	Painting on china.	Total.
1885	14	.....	.....	.....	.....	14
1886	11	7	.....	.....	.....	18
1887	8	2	.....	.....	.....	10
1888	10	3	1	1	9	24
1889	7	1	3	2	6	19
1890	7	4	.....	1	6	18
1891	5	2	1	.....	7	15
1892	2	1	.....	1	3	7
1893	5	2	.....	1	3	11
1894	4	2	.....	2	10	18
1895	5	3	2	6	18	34
1896	3	2	.....	3	30	38
1897	5	3	1	4	17	30
1898	7	5	.....	1	17	30
1899	9	14	.....	2	17	42
1900	17	14	.....	6	6	43
1901	9	12	.....	2	8	31
Total	128	77	8	32	157	402

TABLE G.—Certificates awarded in Mechanical Drawing Ocourse from 1883 to 1901.

Year.	Advanced geometry.	Machine drawing	Building construction.	Industrial design.	Architectural design.	Advanced perspective.	Teachers' certificates.	Total.
1883	2	3	1	2		3		11
1884	1	1	1	1		1		5
1885	12	32	4	25		12		89
1886	14	13	5	28		14	4	77
1887	6	5	12	18		6	2	49
1888	8	7	7	15		11	2	50
1889	13	23	11	20		12	3	82
1890	11	23	5	8		12	2	61
1891	3	31	8	31		28	2	103
1892	17	25	13	38		15	2	110
1893	14	33	10	47		35	10	149
1894	12	17	6	90		9	3	137
1895	5	22	9	31		12	3	82
1896	7	9	5		9	12	3	45
1897	16	13	4		6	15		54
1898	6	19	2		7	8		42
1899	25	20	5		7	18		75
1900	14	8	12		5	14		53
1901	21	18	2		14	15	1	71
Total	207	322	122	354	48	252	40	1,345

TABLE H.—Certificates awarded for Extra Subjects from 1885 to 1901.

Year.	Drawing from the antique.	Shading from casts.	Architectural designs.	Drawing from life.	Painting from life	Painting oil colors.	Painting water colors.	Sepia.	Monochrome.	Pastel.	Sculpture in marble.	Photogravure.	Reposse work.	Industrial design.	Pen and ink.	Machine drawing.	Engraving on copper.	Crayon portraits.	Total.
1885						9	7												16
1886						12	7												19
1887						32	9												50
1888				15	12	25	14	13	1		2		2						84
1889				12	8	16	21	3	2										62
1890				7	4	28	18	10	4										71
1891				4	5	29	26	3	6										73
1892				2	6	21	16	7	1									2	55
1893	11		2	5	9	35	21	7	4										94
1894	11		2	8	6	29	16	5	7					10		1			95
1895	26		6	14	4	39	24	10	1					17		5	1		147
1896	14			12	6	34	38	6	1	2		1		13	1	1			129
1897	19	11	1	17	6	38	42	7	3	3		3		22	3	4			179
1898	22	12		12	9	37	28	7	6	6	1	6		15	4	6			171
1899	19	14		17	2	10	22	8	1	4		3		31	13	5			149
1900	29	30		13	4	17	10	12	5	5		3		14	10	4			156
1901	25	17		9	1	11	18	14	4	4		4		13	16	6			142
Total	176	84	11	154	82	422	337	112	46	24	3	20	4	135	47	32	1	2	1,692

TABLE L.—Certificates awarded to Art Schools, 1901.—Industrial Art Course.

Name.	Number of students for examination.	Number of certificates.						Number of teacher's certificates.	Grants for certificates.
		Modeling in clay.	Woodcarving.	Photogravure.	Lithography.	Painting on china.	Total proficiency certificates.		
Kingston Art School	2	1	.....	.....	.....	1	2	.....	\$ c. 2 00
Hamilton "	12	4	2	4	2	1	13	.....	12 00
St. Thomas "	4	3	1	.....	.....	.....	4	.....	4 00
Toronto "	4	1	2	.....	.....	.....	3	.....	3 00
	22	9	5	4	2	2	22	.....	21 00

TABLE M.—Certificates awarded to Art Schools, 1901.—Extra Subjects.

Name.	Number of students for examination.	Number of certificates.												Total certificates.
		Painting from life.	Painting, oil colors.	Painting, water colors.	Monochrome.	Sepia.	Pastel	Drawing from life.	Pen and ink sketches.	Shading from antique.	Shading from casts.	Industrial designs.	Machine drawing.	
Kingston Art School.....	4	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1
Hamilton "	33	.....	.....	6	1	11	.....	2	4	1	14	5	3	47
London " (Mr. Peel's Sch.)	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
St. Thomas "	11	.....	.....	.....	.....	.....	1	.....	1	.....	.....	1	2	5
Toronto "	31	.....	.....	.....	1	2	.....	7	10	23	3	7	.....	53
	80	1	1	7	2	13	1	9	16	24	17	13	5	109

TABLE N.—Certificates awarded to Public and High Schools, Ladies' Colleges, etc.,
1901.—Primary Course.

Name.	Number of students for examination.	Number of Certificates.						Number of Teachers' Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total Proficiency Certificates.	
Arthur High School	34	23			7	9	39	
Athens "	97	32	2	12	8	12	66	6
Belleville "	52	19	1	1	4	3	28	
" Albert College	19	10	1		4	5	20	1
Bloomfield Public School	19	5	2		2		9	
Brockville Collegiate Institute	103	44	1	2	17	23	87	1
Clinton High School	53	27			18	14	59	
Cobourg Collegiate Institute	28	22	1		9	4	36	
Deseronto High School	49	16	4		1	2	23	
Forest "	13	3			3	3	9	
Hamilton Collegiate Institute	47	30			16	9	55	
" Central School	90	33			24	12	69	
" Cannon Street School	64	36			22	13	71	
" Hess Street School	143	59	1		26	12	98	
" Queen Victoria School	82	57	5	6	23	16	107	1
" Ryerson School	114	59	22	10	29	20	140	8
" Victoria District	121	67			30	10	107	
Leamington High School	21	16	1	1	13	9	40	1
London Collegiate Institute	210	85			32	27	144	
Markham High School	83	29	3		13	3	48	
Merrickville Public School	40	20				1	21	
Morrisburgh "	19	11			1		12	1
" Collegiate Institute	53	18			1	8	27	
Newmarket High School	27	18	2		4	3	27	
" Public School	11	6			2	2	10	
Niagara Falls Loretto Convent	38	19			1	1	21	
Oshawa High School	66	35			6	8	49	
Orillia Collegiate Institute	56	25	1		15	3	44	
Owen Sound Collegiate Institute	61	53	4	1	17	15	90	
Perth "	13	4			2		6	
Peterboro' Public School	44	29				2	31	
" " Library	23		2				2	
Picton High School	87	50	5	6	31	16	108	3
Port Dover High School	19	12			5	5	22	
Richmond Hill High School	37	4			1	3	8	
Stratford Loretto Convent	20	10	1		3	1	15	1
St. Thomas Alma College	8	3			5	3	11	
Toronto Havergal College	21	11			9	11	31	
" Harbord St. Coll. Inst.	109	81			45	47	173	
" Jameson Ave. "	17	16	1	1	12	12	42	
" Lansdowne Public School	8	1			1	1	3	
" St. Joseph's Convent	17	7			5	1	13	
" Parkdale Public School	9	5			4	5	14	
Uxbridge High School	26	15			7	2	24	
Wallaceburg Public School	80	31			2	1	34	
Whitby Collegiate Institute	59	25			6	3	34	1
Windsor "	123	42	7	1	39	11	100	
Woodstock "	81	31		1	11	10	53	
Total	2,614	1,254	67	42	536	381	2,280	24

TABLE O.—Certificates awarded to High Schools, Ladies' Colleges, etc., 1901.—
Advanced Course.

Name.	Number of students for examination.	Number of Certificates.						Number of Teachers' Certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total Proficiency Certificates.	
Belleville Albert College	14	4	..	6	3	4	17	.....
" High School	25	.....	.....	3	.....	.....	3	.....
Brockville Collegiate Institute	1	.....	.....	.....	.....	.....	.....	.....
London "	83	.....	.....	.....	.....	30	30	.....
Markham High School	22	2	.....	2	1	.....	5	.....
Niagara Falls Loretto Convent	24	4	.....	20	2	8	34	.....
Stratford "	12	2	2	4	1	3	12	1
St. Thomas Alma College	10	3	4	5	4	5	21	1
Toronto Havergal College	15	3	2	4	10	.....	19	.....
" Lansdowne Public School	7	.....	.....	1	1	.....	2	.....
Whitby Collegiate Institute	2	.....	.....	.....	.....	.....	.....	.....
Windsor "	19	7	1	5	4	5	22	.....
	234	25	9	50	26	55	165	2

TABLE P.—Certificates awarded to High Schools, etc., 1901.—Mechanical Course.

Name.	Number of students for examination.	Number of Certificates.						Number of Teachers' Certificates.
		Advanced geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total Proficiency Certificates.	
Arthur High School	1	.....	.....	.....	.....	.....	.....	.....
Brockville Collegiate Institute	1	.....	.....	.....	.....	.....	.....	.....
Cobourg "	1	1	.....	.....	.....	.....	1	.....
Cornwall High School	1	1	.....	.....	.....	.....	1	.....
Galt Public Library	8	1	1	.....	.....	.....	2	.....
Highgate	1	.....	.....	.....	.....	1	1	.....
Leamington High School	1	1	.....	.....	.....	1	2	.....
Markham "	1	.....	.....	.....	.....	1	1	.....
Orillia Collegiate Institute	1	.....	.....	.....	.....	1	1	.....
Peterborough Public Library	15	.....	10	.....	.....	.....	10	.....
Windsor Collegiate Institute	7	4	.....	.....	.....	1	5	.....
Woodstock "	1	1	.....	.....	.....	1	2	.....
	39	9	11	.....	.....	6	26	.....

TABLE Q.—Certificates Awarded to Ladies' Colleges, etc., 1901.—Industrial Art Series.

Name.	Number of students for examination.	Number of Certificates.					Total Certificates.
		Modelling in clay.	Wood-carving.	Photogravure.	Lithography.	Painting on china.	
Belleville, Albert College	4	.....	.....	.....	.....	2	2
St. Thomas, Alma College	3	.....	.....	.....	.....	3	3
Toronto, Havergal College	9	.....	7	.....	.....	1	8
	16	.....	7	.....	.....	6	13

TABLE R.—Certificates Awarded to Ladies' Colleges, etc., 1901.—Extra Subjects

Name.	Number of students for examination.	Number of Certificates.							Total Certificates.
		Painting, oil colors.	Painting, water colors.	Monochrome.	Sepia.	Pastel.	Shading from the antique.	Machine drawing.	
Belleville, Albert College	4	2	3	.....	.....	.....	.....	.....	5
Peterborough, Public Library	2	.....	.....	.....	.....	.....	.....	1	1
Picton, High School	1	.....	.....	.....	.....	.....	.....	.....	.....
St. Thomas, Alma College	7	6	2	2	1	2	1	.....	14
Toronto, Loretto Convent	11	2	4	.....	.....	.....	.....	.....	6
Toronto, St. Joseph's Convent	2	.....	.....	.....	.....	1	.....	.....	1
Whitby, Collegiate Institute	2	.....	2	.....	.....	.....	.....	.....	2
	29	10	11	2	1	3	1	1	29

TEACHERS' FULL CERTIFICATES.

The following full certificates in the Primary and Advanced Courses were awarded in 1901:

1. TEACHERS' FULL CERTIFICATE—PRIMARY COURSE.

Name.	Address.	Name.	Address.
<i>Males.</i>		<i>Males.</i>	
Austin, George	Hamilton.	Spera, Herbert	Hamilton.
Baker, Mason	St. Thomas.	Ward, Cecil	Hamilton.
Barber, Fred. W.	Athens.	Wood, Gilbert	Morrisburgh.
Campbell, Wm.	Hamilton.		
Cughan, Robert	Athens.	<i>Females.</i>	
Huston, Egbert	Picton.	Adkins, Perth	St. Thomas.
Hutchison, Geo. W.	Athens.	Armstrong, Bessie	Hamilton.
Kleinsteiber, Wm	Hamilton.	Cadwell, Myrtle	Athens.
Kingston, Harold	Picton.	Fleck, Grace	Hamilton.
Madgett, Clark	Hamilton.	Hornby, Bertha	Hamilton.
Mathison, Frank	Whitby.	Jones, Kate	St. Thomas.
Murphy, O. W.	Athens.	Macklin, Olive	Stratford.
Osborne, J. G.	Belleville.	McCrone, May	St. Thomas.
Pain, Albert	Hamilton.	Scratch, Linnie M.	Leamington.
Rhodes, T. B.	Athens.	Welbanks, Violet	Picton.
Sheridan, Harold	Brockville.		

2 TEACHERS' FULL CERTIFICATE—ADVANCED COURSE

Name.	Address.	Name.	Address.
Adkins, Bertha	St. Thomas.	Macklin, Olive	Stratford.
Dixon, Jesse B	Hamilton.	Martin, Arthur	Kingston.
Dixon, Mabel B	Hamilton.	Purvis, Paul P	Hamilton.
Eamatinger, Beatrice	St. Thomas.	Snowball, F. L	Toronto.
Cruikshank, W. D	Hamilton.	Stevenson, David	Toronto.
Gaunt, Ethel	Toronto.	Soper, Florence A	Hamilton.
Long, Marion	Toronto.		

3. TEACHERS' FULL CERTIFICATE—MECHANICAL COURSE.

Name.	Address.
Johnson, Robert W	St. Thomas.

GOLD, SILVER AND BRONZE MEDALS AWARDED IN 1901.

The following medals and special certificates were awarded for the year ending 30th April, 1901:

Gold Medal.

Presented by the Minister of Education for Advanced Course:—Original and industrial designs and drawings from the antique, Carmen Maynard, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original industrial design, Winifred McKay, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best Machine Drawing from models, Robert W. Reid, Hamilton Art School.

Silver Medal and Collegiate.

Presented by the Minister of Education for the best original drawings in Architectural Design, L. McG. Allen, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original drawings in building construction, Joseph A. Carson, Hamilton Art School.

Bronze Medals

- For the best painting from life, Florence Woodman, London, Mr. Peel's Art School.
- For the best specimen of painting (oil colors), Florence Woodman, London, Mr. Peel's Art School.
- For the best specimen of painting (water colors), Ida Story, Whitby Collegiate Institute.
- For the best specimen of china painting, Aida Gentles, Havergal Ladies' College, Toronto.
- For the best drawing from life, H. S. Palmer, Toronto Art School.
- For the best specimen of pen and ink drawing, Mary W. Robertson, Toronto Art School.
- For the best specimen of lithography, Frank Rines, Hamilton Art School.
- For the best specimen of drawing for Photogravure, Frank Hazel, Hamilton Art School.
- For the best specimen of wood carving, E. O. Edwards, Toronto Art School.
- For the best specimen of modelling in clay, E. Hahn, Toronto Art School.
- For the highest number of marks in Primary Art Course (Art Schools), Mason Baker, St. Thomas Art School.
- For the highest number of marks, Primary Art Course (High School and Collegiate Institutes, Harold Sheridan, Brockville Collegiate Institute.
- For the highest number of marks, Primary Art Course (Public Schools), Clark Madgett, Hamilton Ryerson School.

EXAMINATION PAPERS.

The total number of examination papers sent out in 1901 was as follows :

Primary Course.

Freehand	2,442	
Geometry	1,137	
Perspective.....	1,007	
Model Drawing,.....	2 516	
Blackboard Drawing.....	2,458	
		9,560

Advanced Course.

Shading, flat.....	199	
Outline, round	116	
Shading, round.....	218	
Flower Drawing.....	206	
Industrial Design.....	168	
Competition for gold medal.....	5	
		912

Mechanical Course.

Advanced Geometry.....	57	
Machine Drawing.....	78	
Building Construction.....	44	
Architectural Design.....	18	
Advanced perspective.....	57	
		248

Total.....	10,720
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ART SCHOOLS, ETC.

REPORTS FOR THE YEAR ENDING 30TH APRIL, 1901.

1. *Hamilton Art School*.—The Report of the Hamilton Art School for the year ending 30th April, 1901, shows that at the Annual Meeting held in May 1900, opposing interests came into conflict as to the work that should be done in the School ; some persons advocated that only Fine Arts proper, including Painting from Life, should be taught. The majority however decided that the principal instruction should consist of Industrial Design, technical drawing, modelling, etc., supplemented with instruction in Painting, etc. A new Board of Directors was elected, and it has been found that although the School has been in existence since 1886, that no constitution and by-laws had ever been submitted to the subscribers and members. The new Directors compiled a constitution and by-laws which were submitted to the subscribers. The constitution provides for fixed dates for meetings, and that the name be changed to the Hamilton School of Art, Design, and Technology. The Mayor, Chairman of the Public Library, and the Chairman of the School Board, are appointed *ex-officio* Members.

The Report says.—“The principal, assistants, and the Board of Managers have worked zealously and harmoniously and they consider the past year the most successful in the history of the School.”

During the year a new class was organized for higher mathematics directly pertaining to the solution of formulae, required to obtain the strength, strain, and stress of materials, mechanical movements, etc.

The number of students enrolled during the year was 220, being 145 males, and 75 females. 7,040 attendances were registered ; 2,080 of which were for the evening classes.

This School was again very successful in obtaining a large number of medals and certificates.

The students in attendance registered under the following trades and professions, viz ;—Apprentices, architectural students, bridge workers, bricklayers, cabinet makers, carpenters, clerks, chenille workers, dressmakers, draughtsmen, engineers, gas-fitters, grocers, hairdressers, lace makers, lithographers, merchants, marine engineers, newspaper artists, pattern makers, printers, students, stenographers, teachers, tailors, tin plate workers, watchmakers, woodturners.

The receipts, including government grant, were \$2,695.11 ; expenditure, \$2,628.00 ; balance on hand, \$67.11.

2. *Kingston Art School*.—The Annual Report of the Kingston Art School for the year ending 30th April, 1901, shows that during the session 37 students have taken one or more subjects in the primary course, 19 in the advanced course, 20 in the mechanical course, 14 in the industrial art course, and 12 in painting in oil and water colors.

The students in the evening classes represented the following trades and professions, viz,—Boat builders, blacksmiths, carpenters, cheesemakers, clerks, millers, painters, teachers, etc.

The total receipts for the year, including government grant, were \$467.55 ; expenditure, \$467.55.

3. *London Art School*.—This school is temporarily closed.

4. *St. Thomas Art School*.—The Report of the St. Thomas Art School for the year ending 30th April, 1901, show that 79 students attended, 62 taking one or more subjects in the primary course, 20 one or more subjects in the advanced course, 22 or more subjects in the mechanical course, and 15 one or more subjects in the industrial art course.

The students in attendance represented the following trades and professions,—Apprentices, clerks, carpenters, draughtsmen, engineers, gardeners, machinists, music teachers, and teachers.

At the examination held in April, one pupil was awarded a teacher's certificate and bronze medal in the primary course. In all, 87 certificates were awarded in the primary course, 26 in the advanced course, 7 in the mechanical course, and 4 in the industrial art course, beside 5 special certificates in pastel, machine drawing, and pen and ink drawing.

This School is incorporated with the St. Thomas Free Library, which contributes towards its maintenance. The receipts and expenditures are included in the report of the Free Library.

5. *Toronto Art School*—The Report of the Toronto Art School for the year ending 30th April, 1901, shows that the number of students on the roll was 197 : of these 85 were female, and 112 male. The aggregate attendance for the 84 lesson days of the session was 9,303.

The following trades and professions were represented by the students,—Architects, bricklayers, carpenters, china decorators, crayon artists, clerks, decorators, draughtsmen, designers, diamond setters, dressmakers, engravers, glass stainers, musicians, machinists, ornamental plasterers, jewellers, lithographers, miniature painters, photographers, portrait painters, public school teachers, printers, stenographers, students, sign writers, wood carvers etc.

Students from the following outside points attended this school,—Bowmanville, Bobcaygeon, Barrie, Bradford, Brampton, Clarksburg, Collingwood, Eglington, Fenelon Falls, Guelph, Hastings, Little Britain, Marsville, Seagrove, Strathroy, Satton West, Welland, West Lorne.

One each Gold, Silver and Bronze Medals, and a large number of Certificates, were awarded to the students at the last Provincial Art Examination.

Lectures on Painting and Drawing and Out-door Art work were given and well attended.

Receipts, including government grant, \$3,533.27 ; expenditure, \$3,496.73 : balance on hand, \$36.54.

6. *Ontario Society of Artists*—The Annual Report of the Ontario Society of Artists shows that the following Exhibitions were held during the year,—

Industrial exhibition, Toronto, 301 exhibits.

Annual Exhibition in Society's rooms, 150 exhibits.

Exhibition Association, Winnipeg, selected pictures.

An exhibition of Applied Art, and an Architectural Exhibition, were also held in the Art Gallery.

The two works selected by the Ontario Society of Artists, for the Provincial Art Gallery, were, Geo. Chavignaud "Sunset, Holland" ; H. Martin "North Transept of St. Marks Church, Venice."

Receipts, including government grant, \$4,300.52 ; expenditure, \$2,423.69 ; balance on hand, \$1,876.83.

7. *Provincial Art Gallery and Educational Museum*.—In 1895, the Act made provision that out of the annual government grant of \$500.00 to the Ontario Society of Artists, two pictures to the value of \$200.00 shall be purchased annually from the members of the Society of Artists ; said pictures to become the property of the Education Department for the Provincial Art Gallery.

The following pictures have been selected by the Ontario Society of Artists.—

1896—Atkinson "Evening" ; Knowles "Notre Dame".

1897—Manly "Dartmoor" ; Mary A. Reid "Roses".

1898—Blatchly "A Quiet Pool" ; Gagen "When the Tide is Low".

1899—Challenger "When the Lights are Low" ; Muntz "On the River, Holland".

1900—G. A. Reid "Reading" ; Tully "At the Loom".

1901—Chavignaud "Sunset, Holland" ; H. Martin, "Transept, St. Mark's, Venice."

In 1897, the Minister of Education entered into an agreement with the Ontario Society of Artists that, if the Society would keep one of the large galleries in the Educational Museum filled with the most recent work of its members, pictures would be purchased annually by the Government to the amount of \$800.00. Part of these pic-

tures are at the Parliament Buildings, and the following are in the Provincial Art Gallery :—

1897.

Bell-Smith, "Island Park."
Knowles, "Pool of London."
Sherwood, "Gold Prospector."

1898.

Bell Smith, "Westminster Bridge."
Blatchly, "Spring on the Hill."
Challener, "Milk Maid"
Coleman, "Farm, St Lawrence River."
Cutts, "Coast of Dorset."
Gagen, "Magog's Hills"
Manly, "Scour at Canterbury;" "A Water Gate."
T. Martin "Road Through the Beeches."
Matthews, "Tops of Mount Stephen."
Rolph, "Humber River."
Spurr, "Surrey Heath."
Tully, "Jeannie."

1899.

Blatchly, "In the Woods"
Hagarty, "Luxembourg Gardens."
Spurr, "Mill, Red Hill, Surrey."
Staples, "Changing Pastures."
Vernon, "Sunset."

1900.

Atkinson, "Winter in Holland."
Challener, "Fireside Fancies."
Oarlyle, "Rose Birthday."
Martin, H. "Holy Cross Abbey."
Muntz, "In the Sunlight"
O'Brien "Camping Out;" "Gathering Hay."
Reid, Mary H., "A Poppy Garden."
Reid, G. A., "Berry Pickers."
Tully, "Monday Morning."

1901.

Atkinson, "Evening."
Blatchly, "Landscape."
Brigden, "Evening on the River."
Ohavignaud, "Sunset near Siluis."
Gagen, "Mount Sir Donald."
Manly, "Dropping Down at Glencoe."
Muntz, "Drawing Water."
Reid, G. A., "After Rain."

LITERARY AND SCIENTIFIC INSTITUTIONS.

1. *Hamilton Literary and Scientific Institution.*

The report of the Hamilton Literary and Scientific Institution for the year ending 30th April, 1901, shows that ten meetings of the general association were held, at which the following papers were read and discussed :

- (1) Inaugural Address, S. A. Morgan, B.A., President.
- (2) Duties of Speaker of House of Commons, Hon. T. Blair.

- (3) Place names in Wentworth, J. H. Smith, I.P.S.
- (4) Light and Color, Prof. Abbot, Toronto University.
- (5) Great Events in Astronomy, Dr. D. V. Lucas.
- (6) Life and Character of Plants, Prof. Jeffrey, Toronto University.
- (7) Church Architecture in Northern France, Prof. Squair, Toronto University.
- (8) Natural History Notes, Wm. Yates.
- (9) X-Rays, by Dr. Cumming
- (10) The Relation of Matter to Spirit, Dr. Baugh.

Prof. Fletcher, of the Experimental Farm, Ottawa, has been appointed to represent the association at the Royal Society meeting.

The Museum still continues to do excellent work. It has been kept open on Saturday afternoons to allow visitors to study the specimens, and many have availed themselves of this opportunity to become acquainted with the various objects of scientific interest.

The Geological Department still keeps up its prestige. During the year specimens have been sent to the British Museum of Natural History, the Dominion Museum at Ottawa, the Washington Museum, and others; all of which have been acknowledged. A collection of fossil specimens were also sent to the St. Catharines Public Library Board. Five papers of geological interest were read during the session.

The Biological Section has increased its collection which will be described in full in the printed journals of proceedings. This section has also joined the American Lantern Slide Exchange, and sent a collection of Canadian slides to New York. Several interesting and useful demonstrations were given in this department during the year. The usual annual exhibition of photographs was held in November. Medals were awarded in six departments.

The receipts, including Government grant, were \$731.30; expenditure, \$543.55; balance on hand, \$187.75.

2. Ottawa Literary and Scientific Society—The Report of the Ottawa Literary and Scientific Society for the year ending 30th April, 1901, shows that the Annual Course of Lectures was inaugurated by a *conversazione* with vocal and instrumental music, display of works of art, etc.

The following lectures were given during the session:—

- (1) Land and Letters of the Pastons (illustrated), Prof. Prince.
- (2) Windsor Castle and its Memories (illustrated), O. J. Jolliffe.
- (3) South African Sidelights, Capt. C. F. Winter.
- (4) The State of Labour, with special reference to Canadian Legislation, H. A. Harper M.A.
- (5) The Feudal System in Canada, Benjamin Sulte
- (6) Canadian Novels and Novelists, L. J. Burpee.
- (7) Modern Types of Danger Warnings on the Sea Coast, Lt.-Col. W. P. Anderson, C.E.
- (8) The origin of Legal Obligations, Charles Morse, D.C.L.
- (9) Some Thoughts on Social Progress, W. L. M. King, M.A., LL.B.
- (10) Meteorology, Otto J. Klotz
- (11) Heredity in its Scientific and Practical Aspects, Prof. Prince.

The Reading Room is supplied with forty Magazines and Reviews, and about a dozen leading newspapers.

The Library has increased this year by 240 volumes, making the total number of volumes in Library, 4 413. The number of volumes issued was 6,250. Volume No. 2 of the Transactions of the Society has been published.

Receipts including the government grant, \$1,110 84; expenditure, \$1,062 36; balance on hand, \$39 48.

3 Institut Canadien Francais d'Ottawa.—The Report of the Institut Canadien Francais d'Ottawa for the year ending 30th of April, 1901, shows that the proceedings during the year included lectures and readings, as follows:—

- (1) Champlain and his Time, Benj. Sulte, President.
- (2) Papineau and his Time, do do

- (3) Origin of Family Names, Father La Jeune.
- (4) Origin of Mathematics, A. Belanger
- (5) The Napoleonic Legend, Mr. de Labriolle.
- (6) The Works of Alphonse Daudet, Madame Margueron
- (7) Philosophers of the 18th Century, Dr. L. M. Pelletier.
- (8) Orators of the French Revolution, Mr. DeCelles.

Fifteen concerts and dramatic entertainments were given during the winter months, to which the public were admitted. The Convention of the French School Teachers of the Bilingual Association met in the building, and the main speech was delivered by the President of the Institute.

Receipts, including government grant, \$1,365.00; expenditure, \$1,872.32; deficit for improvements, etc., \$507.32.

4. *St. Patrick's Literary and Scientific Association, Ottawa.*—The Report of the Literary and Scientific Association for the year ending 31st December, 1900, shows that this Association is doing the work of a Public Library. They expended \$185.94 for Books, and \$48.45 for Magazines and Newspapers. The Library and Reading Room were open five hours a day, six times a week. The Reading Room was well attended and the following Books were issued from the Library,—History 49, Biography 28, Voyages and Travels 13, Science and Art 1, General Literature 111, Poetry 22, Religious Literature 12, Fiction 102, Miscellaneous 30. Total 368.

Receipts, including government grant, \$635.71; expenditure \$625.71; balance on hand \$10.00.

5. *Ottawa Field Naturalists' Club.*—The Report of the Ottawa Field Naturalists' Club for the year ending 30th April, 1901, shows that the Club has 250 Members, and still continues its practical field work. On Saturday afternoons five sub-excursions to places adjacent to the City, and three general excursions were held; these were each attended by from one hundred to two hundred and fifty members and friends.

Programme of Winter Soirees.

(1) Opening Conversations,—Exhibition of Specimens, President's address (Dr. Ami), Presentation of a portrait of the late E. Billings, The Forest of Canada, with lantern illustrations, Dr. Robert Bell, F.R.S.

Six Meetings were held for conversation, exhibition of specimens, and reading of papers, as follows:—

(2) Rocky Mountains, with reference to the Crow's Nest Pass, Prof. John Macoun. Observations on the Crow's Nest Pass, Jas. McEvoy, B. Sc.—Report of the Botanical Branch.

(3) Exploration in Baffin Land, lantern illustrations, Dr. Robert Bell, F.R.S. The Arboretum and Botanic Garden at the Central Experimental Farm, Ottawa, W. T. Macoun.—Report of the Geological Branch.

(4) Ancient Channels of the Ottawa River, Dr. R. W. Ellis, F.R.S.C. The Algonquin Park, A. M. Campbell. The Autumn-flowering of native plants, C. Guillet. Mosquitoes, Dr. J. Fletcher.—Report of the Ornithological Branch.

(5) The region between the Nelson and Churchill Rivers, D. B. Dowling, B.Sc. Prehistoric Camping Grounds along the Ottawa River, T. W. E. Sowter. Recent discoveries in the Utica formation at Ottawa, Dr. H. M. Ami.

(6) Fat in the Animal body,—its functions and origin, A. T. Charron, B.A. Trees and shrubs for the adornment of parks and streets, Dr. W. Saunders.—Report of the Entomological Branch.

(7) Sources and distribution of the gold-bearing alluvions of the Province of Québec, Robert Chambers. Corundum, in Ontario, Dr. E. A. Barlow.

Volume XIX of the *Ottawa Naturalist* has been completed; it has several illustrations and interesting articles on Botany, agricultural chemistry, conchology, entomology, geology, ornithology, palaeontology, zoology, etc.

Receipts, including government grant, \$692.70; expenditure, \$436.24; balance on hand, \$256.46.

6. *Ottawa University Scientific Society*.—The Report of this Society shows that this has been a very successful year; the membership has greatly increased, and 79 scientific books have been purchased for their library.

Lectures were given by Sir James Grant, M.D., on preservation of health, and by Professor Prince, on living marvels of the Sea.

Receipts, including government grant, \$145.60; expenditure, \$187.32; deficit, \$41.72.

7. *Toronto Astronomical Society*.—This Society is doing excellent practical work; twenty-three meetings were held for reading and discussing papers, etc. For want of space we refer briefly to eight meetings only at which papers on the following subjects were read. (A full description of all the meetings can be found in the Transactions of the Society, recently published.)

(1) Astronomy in infancy, growth, and maturity, A. Harvey, F.R.S.C.

(2) The Chromoscope, D. J. Howell.—Liquid Air illustrated, J. E. Maybee, C.E.

(3) The approaching total Solar Eclipse of May 28th, T. Lindsay.

(4) Mercury, Venus, and the Zodiacal Light, Rev. R. Atkinson, A. F. Miller and Andrew Elvins.

(5) Solar observations by projection, F. L. Blake and G. G. Pursey. Variations in the brilliancy of Venus, T. Lindsay.

(6) Reports of the occultation of Saturn, March 24th, Dr. J. J. Wadsworth. Recent planetary work done at the Lowell Observatory, Mrs. A. G. Savigny. The work of Sir William and Lady Huggins in the field of spectroscopy, A. F. Miller. Construction of planispheres, J. E. Maybee, C.E.

(7) Eclipse as seen from the sun, A. Elvins. Eclipse as seen from Venus, G. E. Lumsden, President. Eclipse as seen from the moon, Rev. R. Atkinson. Searches for intra-Mercurial Planets during Eclipses, J. B. Musson. What Professional Astronomers hope to discover, J. R. Collins. Examination of solar prominences during eclipses, A. F. Miller.

(8) Standing or stationary light waves, C. A. Chant, B.A.

Receipts, including Government grant, \$417.28; expenditure, \$268.08; balance on hand \$149.20.

8. *Canadian Institute, Toronto*.—The Report of the Canadian Institute for the year ending 30th April, 1901, shows that twenty-one general meetings were held, at which thirty papers were read. These may be classified as follows: President's address, Fish Life (4), Geology (1), Forestry (3), Biology (2), Ethnology (1), Topography (1), Meteorology (1), History (1), Color photography (1), Exploration (3), Literature (3), Industrial chemistry (2), Decimals (1), Biography (1), Miscellaneous (5).

The Biological Section had thirteen meetings, at which papers were read as follows:—

1. Trogon Family. 2. Notes of a holiday at Niagara. 3. Starches. 4. Parasites. 5. Two specimens of foreign pigeons. 6. Shells (genus unic). 7. Classification of Insects. 8. The Amoeba and its relations. 9. Classification of Birds. 10. Bacteria. 11. Game Birds. 12. A young collector's experience in England. 13. Fresh water Sponges.

Several outings were held during the summer which were largely attended by the members and their friends of this section.

The report of the Librarian shows that this Institution during the past year exchanged publications with about 500 scientific and learned societies. The number of exchanges received was 2,303, and the number of donations 106. The total number of publications received through donations, purchase and exchange is 3,297. The number of books and periodicals taken out during the year was 1,138.

Receipts, including government grant, was \$4,025.60; expenditure \$4,025.60.

9. *Ontario Historical Society*.—The report of the Ontario Historical Society for the year ending 30th May, 1901, shows that the membership has greatly increased in the following affiliated societies, viz:

Belleville and Bay of Quinte Historical Society, Elgin Historical Society, Halton Historical Society, Lambton Historical Society, Lundy's Lane Historical Society, Niagara

Historical Society, Oxford Historical Society, Perth Historical Society, Simcoe Pioneer and Historical Society, Women's Canadian Historical Society of Toronto, Women's Canadian Society of Ottawa, Women's Wentworth Historical Society, Wentworth Pioneer and Historical Society, Thorold and Beaverdam's Historical Society, York Pioneer and Historical Society, Norfolk County Historical Society, Victoria County Historical Society, Town and County of Peterborough Historical Society, Prince Edward County Historical Society.

Galinee's Journal with map will be issued in a short time. The translation has been made by the President, Mr J. H. Coyne. The volume is now in press.

Local societies are in course of being organized in Durham, Bruce and Middlesex counties.

APPENDIX II—DEPARTMENTAL LIBRARY, ETC, 1901.

REPORT OF THE LIBRARIAN OF THE EDUCATION DEPARTMENT FOR THE YEAR 1901.

To the Honourable Richard Harcourt, M.A., K.C., Minister of Education, for the Province of Ontario :

PART I.—THE EDUCATION LIBRARY.

I.—THE LIBRARY OF THE DEPARTMENT AND ITS FUNCTIONS.

Although not a general Library, in the ordinary acceptation of that term, yet the Departmental Library has a fair average collection of miscellaneous Books in General Literature and History. Its special function, however, is to provide an abundant supply of such books on educational subjects as are in constant demand by the Students of the Normal School, and, to a certain extent, books of reference for the use of Masters of Public Schools, High Schools and Collegiate Institutes, as well as of Public School Inspectors and University Students, etc.

The special subjects, in regard to which the Library is well supplied with Books "up-to date," are the following :—

- Kindergarten and Kindred Subjects ;
- School Boys and Girls and their Education ;
- Human Knowledge—Pursuit of it and Self Education ;
- Juvenile Education—As well as Crime and Punishment ;
- General Education—School Management and Methods ;
- Psychology and Kindred Subjects ;
- Conduct, Character and Self-Help ;
- Noted Educationists and Educators ;
- Women,—their Education, Duties, Etcetera ;
- Temperance, Hygiene and Health ;
- General Science, Chemistry, Mathematics, Etcetera ;
- Physiology and Kindred Subjects ;
- Physical Education,—Gymnastics and Calisthenics ;
- Natural History,—Various Departments ;
- Astronomy and Kindred Sciences ;
- The English Language.—Words, Etcetera ;
- General English Literature ;
- Miscellaneous Literature, Etcetera ;
- School House Architecture and Arrangements ;
- Education in Ontario and Other Canadian Provinces ;
- Education in Great Britain and Ireland ;
- Education in the Various British Possessions
- Education on the Continent of Europe ;
- Education in other Countries ;
- Industrial Education in Various Countries ;
- Education in the United States, (five divisions) :
- Roman Catholic Education and the Christian Brothers ;
- Sunday Schools and Religious Education ;

Geography and Description of Various Countries ;
Dictionaries and Books of Reference ;—Various ;
Educational and Literary Biography ;
Miscellaneous Biography, English, Scotch, Irish,
French, German, Italian and American Biography, Etcetera ;
Female Biography ;
General and Miscellaneous History ;
Political Economy, Philosophy and Kindred Subjects ;
Rhetoric, Elocution, Reading, Composition, Etcetera ;
Logic and Reasoning ;
Miscellaneous Stories of Practical Life, Etcetera ;
Magazines, Reviews and other Periodicals ;

II.—CATALOGUE OF BOOKS RELATING TO EDUCATION, ETCETERA.

The whole of the Books in the Library, on the foregoing Subjects, have been arranged and classified, and their titles have been systematically given in subdivisions, for easy reference, in a Departmental Catalogue, extending to 268 pages. This Catalogue was published in 1897, and is available to all parties, who are entitled, or who may desire to obtain Books from the Library.

III.—THE ORDINARY BUSINESS OPERATIONS OF THE LIBRARY.

The ordinary duties devolving upon the Librarian and his Assistant, are :

1. The giving out, for a prescribed time, of Books on Teaching. Education and Kindred subjects, which form the topics of Instruction in the Normal and Model Schools, directly connected with the Department here in Toronto. These Books are loaned to Students of the Normal School, and to the Masters and Special Teachers. To other persons who make special requests for particular Books, they are also loaned on similar terms as provided for in the Official Regulations for the government of the Library.
- 2 A record of each Book, thus given out, is made in a Register, prepared for that purpose, in which the parties borrowing sign their names in the form of a receipt, and as a guarantee that they will return the book in a given time, and in good order. In case of damage, the Book is either paid for, or a new one is given in its place.

IV.—DUPLICATE BOOKS SENT TO FORM OR REPLENISH THE LIBRARIES OF THE NORMAL COLLEGE AND THE NORMAL SCHOOL AT LONDON.

As assented to by you, a large number of duplicate Books, which had accumulated in our Library, were sent last June to the Library of the Normal College at Hamilton and to that of the new Normal School at London. Some years ago, quite a variety of Works on Education and General Literature was sent to the Normal and Model Schools at Ottawa.

V.—YEARLY RECORD OF BOOKS LOANED TO STUDENTS AND OTHERS.

Given out in month of	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
January	159	334	375	354	573	699	608	484	526	518
February	431	764	609	804	1,040	1,370	928	868	948	1,124
March	617	944	585	1,034	1,270	1,702	1,393	1,158	1,454	1,563
April	467	897	991	627	1,021	1,111	882	848	766	997
May	546	814	694	633	843	923	969	895	911	867
June	332	461	332	354	400	609	677	518	540	576
July	69	54	47	223	32	254	265	256	231	317
August	100	97	48	100	16	184	233	329	224	176
September	526	370	344	415	295	514	410	489	432	411
October	1,263	1,148	1,010	1,130	1,170	1,200	1,043	1,018	1,312	1,058
November	1,136	1,004	1,039	1,063	1,268	1,099	1,024	1,034	1,229	1,014
December	693	559	540	597	752	704	464	549	547	516
	6,339	7,446	6,614	7,334	8,680	10,369	8,896	8,447	9,120	9,137

VI.—NUMBER AND SUBJECTS OF THE BOOKS PURCHASED IN THE YEARS 1892-1901.

Year.	Volumes.	Subjects.
1892	388	Education. Science. Literature. Text Books. Miscellaneous.
1893	290	
1894	257	
1895	430	
1896	495	
1897	476	
1898	533	
1899	315	
1900	275	
1901	148	

VII.—THE NUMBER OF BOOKS PURCHASED IN 1900-1901 WAS AS FOLLOWS :

Subjects.	Volumes.	
	1900.	1901.
Pedagogy	23	29
Science (Political Economy, Anthropology, etc.)	24	8
Philosophy and Ethics	5	12
Industrial and Domestic Science	23	2
Poetry	18	1
Fiction, or Practical Life	26	5
Literature	78	3
Text Books	65	32
Miscellaneous (History, Biography, Reference Books)	13	72
Totals	275	164

VIII.—NUMBER OF BOOKS DONATED TO THE LIBRARY IN 1898-1901.

	1898.	1899.	1900.	1901.
Text Books	49	74	65	111
Miscellaneous			7	13
Totals	49	74	72	124

IX.—NEWSPAPERS AND MAGAZINES RECEIVED IN THE YEARS 1898-1901

Number of daily and weekly newspapers received in 1898	86
“ “ “ “ 1899	83
“ “ “ “ 1900	86
“ “ “ “ 1901	91
“ magazines and other periodicals “ 1900	100
“ “ “ “ 1901	102

X — BOOKS, MAGAZINES, ETC., BOUND DURING THE YEARS 1892-1901.

1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
79	109	136	141	98	99	90	94	37	83

XI. OFFICIAL REPORTS ON EDUCATION IN DIFFERENT COUNTRIES RECEIVED DURING 1896-1901.

	1896.	1897.	1898.	1899.	1900.	1901.
From Great Britain and Ireland	28	36	16	24	34	26
Various Provinces of the Dominion	29	64	61	53	22	42
Australasia :						
Victoria	2	1		1	1	
New South Wales		1	1	1	1	1
South Australia				1	1	
Western Australia	1	1	4	1	1	1
Queensland	1	1	1			1
Tasmania	1	2	1	1		1
New Zealand	13	2	1	14	8	9
Other British possessions :						
Mauritius	1				2	
Cape of Good Hope	1	1	1	1		1
Natal	1				1	1
Jamaica	2	2	1	1		2
Barbados		1			1	1
British Guiana	1	1	1	1	1	1
Straits Settlement						1
Various States of the American Union ..	36	47	53	81	47	117
Miscellaneous :						
Brazil					2	
Buenos Ayres	10		10	12		
Montevideo	11		6	8		
Costa Rica	5	1	2	3	4	
France	3	8	1	21	10	
Germany			1	5	1	
Portugal				1		
Switzerland		3		2	2	4
Japan	1	1	1	2	1	1
Hawaii			1			
Argentine Republic		13	2		13	16
Venezuela	1					
Uruguay		13			1	1
Chile					1	
Sweden						1
Italy						19
Germany						1
Totals.....	148	199	165	238	155	247

XII. MISCELLANEOUS PAMPHLETS RECEIVED IN 1901.

From various Countries	80
From Provinces of the Dominion of Canada.....	28
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XIII. VARIOUS CATALOGUES OF HISTORICAL AND OTHER RARE BOOKS

I can add nothing to what I said last year, as to the desirability of printing the interesting and valuable manuscript Catalogues, which have been prepared with that view. In my last year's Report on this subject, I said :—

"1. *Education*.—The catalogue of books relating to various subjects of Education and kindred subjects for the use of students, teachers and others has been reprinted. The

present catalogue is a reprint, with large additions, of a catalogue of a more contracted character, printed in 1886.

"2. *History of Canada*.—A supplement of the catalogue of our very extensive variety of books on the Dominion of Canada and its various Provinces, printed in 1890, was partly revised in 1899, and can be completed at any time for reprinting, when so desired. The various Historical Societies avail themselves of this collection of historical books—the members of which express themselves greatly pleased with the extent and variety of books in the collection.

"3. *Miscellaneous*.—As stated in my report of 1896, we have Catalogues in manuscript of (1) books on the classics and kindred subjects, (2) of works of art, and (3) of a number of rare text books, dictionaries, etc., presented to the library by the Venerable Dr. Scadding, ex Master of Upper Canada College.

"4. I would again recommend that the revised Catalogue of Books on the various Provinces of the Dominion be reprinted. At present, reference has to be made to the old Catalogue of 1890—since then we have very nearly doubled the number of Books on this most interesting subject—many of them, and especially of the new collection, of rare value. Of this older collection not less than fifty four volumes were printed before the beginning of the nineteenth century. The Canadian part of the Library is rich in poetry written by persons in the Dominion of Canada."

PART II.—HISTORIOGRAPHY.

I. DOCUMENTARY HISTORY OF EDUCATION IN UPPER CANADA VOLUME VIII.

Volume VIII of this Documentary History I completed in 1901. It deals largely with matters connected with King's College in 1849,—the year by which, under Mr. Attorney General Baldwin's Bill, that College became the University of Toronto, its present designation. This volume also gives a summary of the initial proceedings of a Commission appointed by the Council of the University to inquire chiefly into the financial condition of the Institution. That Commission did not finish its labors until 1852; but the most important part of these labours was completed in 1849-50, so that I was enabled to give an extended summary of them in this Eighth volume.

The year 1849 was notable as marking an important crisis in the history of our Common School System. In that year, a Common School Bill, hostile to the Chief Superintendent of Education, and, in many important respects, defective, owing to omissions in its practical machinery, and contradictory in several of its provisions, was passed. Upon a full representation of the case to the Government of the day, the Bill, although concurred in by both branches of the Legislature and assented to by the Governor-General, was not permitted to go into operation.

In the preface prefixed to this Eighth Volume, I have thus referred to the University legislation of 1849:—"Events proved that this comprehensive University Bill of 1849 was, after all, a merely tentative measure; for, after it had become law Bill after Bill, to alter it, was introduced into the Legislature, and some of them were very favourably received—though not passed,—yet so many and diverse interpretations had been given to some of the provisions of the Baldwin Bill, after it had become law, that a "Declaratory Act had to be submitted to the Legislature during the following year, and passed, so as "to remove certain doubts respecting the intentions of the Act of 1849."

In regard to the abortive School legislation of 1849, I said:—"Practically, the episode of the abortive School legislation of 1849, and the singular proceedings of the Toronto City Council, which led to the closing of the City Schools in 1848, as well as the less pronounced, yet no less hostile proceedings of other Municipal Councils against the principle of supporting the Schools by taxation, had an educationally good effect. It led to a thorough and largely exhaustive discussion in the newspapers, and, by circular from the Honourable Inspector General Hincks, (the Educational Representative of the Government,) inviting the individual views of educationists of all shades of opinions, so as to enable the Chief Superintendent to incorporate, in a proposed School Bill, such suggestions as might appear to him to be both wise and expedient. As a result, the notable School Act of 1850 was thus projected: and it has ever since been justly considered as the Charter of our Public School System."

II. DOCUMENTARY HISTORIES OF EDUCATION IN OTHER COUNTRIES.

For want, no doubt, of information on the subject, some parties in Ontario have expressed themselves as not in favour of educational historical investigation in the manner authorized by the Government of this Province. I therefore, in the course of the year, corresponded with the various Historical Societies in the United States, (and the older ones in Canada,) on the subject. I have received a number of replies from State, and other Historical Societies in the adjoining Republic. "Although," (as stated in the Preface to the Eighth Volume, to which I have referred) "some of these Societies are most generously subsidized, by state Governments and Legislatures* yet none of them have devoted any special attention to educational historical subjects, except in the way of biographical sketches of noted Educators or Educationists.

"It is, therefore, highly gratifying to know that, with the single exception of Germany, there is no Historical Society in the United States, or Canada, and no Government but our own that has given attention to the subject of educational history, or has provided for recording, in a permanent form, what their early educational pioneers have done; and, in such publications as this one, to gather up and preserve for future reference and guidance the varied educational facts and experiences of the past, so as to enable those who come after them to deal intelligently and satisfactorily with the social and educational problems, as they arise and seek solution."

The Hon. Dr. Harris, United States Commissioner of Education, in his Report for 1898-99, mentions two unique collections of Volumes—over a collection of four, and the other of nineteen Volumes,—of German Educational History of special interest.

In describing this parallel educational historical movement in Europe, Dr. Harris, in his Report, says:—

"Recently a German work on Educational History has made its appearance, following on independently a line of research in documentary sources, and thus commending itself to the student. It is a work bearing a Latin name, MONUMENTA GERMANIA PÆDAGOGICA. Nineteen volumes have appeared up to April, 1900. Its object is to introduce the reader directly to the original historical sources. A statement of its contents will show what it offers:

"Volumes I and VIII present the Brunswick Governmental School Regulations and Decrees, which are the first important authoritative orders given for the establishment and regulation of Schools by Protestant Princes, and are, therefore, of paramount interest in showing how the Schools during the Reformation began to be severed from the church and how they became state institutions.

"Volumes II, V, IX, and XVI present the original "*Ratio Studiorum*," prescribed for the Schools of the Jesuits. In view of the fact, that, for more than a hundred years, the Schools of that Religious Order in Europe were the best seats of learning below the Universities, this publication is very welcome. It gives an insight into documents not easily available.

"Volume III contains the history of Mathematical Instruction in Germany during the Middle Ages.

"Volume IV contains the German Catechisms of the Bohemian and Moravian Brethren.

"Volumes VI and VIII contain the Regulations and Orders of the Saxon Schools in Siebenburgen, (in Hungary).

"Volume VII presents a biography, based on documentary evidences of Luther's friend, the Reformer, Philip Melancthon, whom contemporary historians called: PRECEPTOR GERMANIA.

"Volume XII contains the Doctrinale of Alexander de Villa Dei.

*The Historical Society of Wisconsin received a yearly grant from the State of \$20,000 and other subsidies. The Secretary says: "Although we now cost the State \$30,000 per year." The Minnesota Historical Society gets a grant of \$11,000 a year from the State. The Society of New Jersey receives about \$3,000 a year for publishing the State Archives. The cost of these Archives up to date has been \$50,000. The Rhode Island Society receives a grant of \$1,500 a year.

The New Brunswick Society only receives \$125 a year. The Nova Scotia Society receives nothing. The Documentary History of the Civil War in the United States has just been completed in 127 Volumes,—averaging 1,000 pages each,—at a cost of \$3,000,000. It has a copious index, plans, maps and engravings. Nearly every public library has been supplied with a copy.

"Volume XIV contains the history of education in Bavaria, and Volume XIX, that of the Bavarian Palatinate.

"Volumes X, XI, XV, XVII, and XVIII give an account of the history of Military Education, during the last centuries. This last work reaches up to the year 1896, and is, therefore, quite complete. Further volumes will appear in time, as the publication of this valuable undertaking has been secured by a subsidy from the Imperial Exchequer, by a vote of the Reichstag, likewise by substantial aid promised by the Prussian Department of Public Education and learned societies, as well as the National Teacher's Association. The publication proceeds rather slowly,—about two Volumes a year,—but, in the interest of thorough scholarship, this may, perhaps, be best."

A writer in the Commissioner's Report thus points out the distinction between the two methods of dealing with the History of Education,—the second of which I have invariably followed. He says:—

"Among the methods of presenting the history of education, there are two distinct, if not antagonistic ones; the one deals exclusively, or chiefly, with the theories and plans of reform, which in the course of centuries have been advanced by philosophers, and in turn have agitated the educational world. . . .

"The other method is the one, which exclusively deals with facts gleaned from documentary sources from Governmental Decrees, and from School Programmes and Chronicles, and thus presents, or attempts to present, actual conditions. It is "*Quellenstudium*," study of original sources, which is emphasized by modern scholars generally. It is the method advocated in particular by modern historians, and is in accordance with the methods applied in teaching and studying natural history and science. This mode of procedure,—the study of historical sources,—has taken hold of educational, as it has of theological students."

In some respects the elaborate and invaluable systematized Reports, issued from time to time, by the able United States Commissioner of Education at Washington, may be considered as a somewhat condensed and composite annual History of Education in all civilized Countries. It must, necessarily, in regard to special local educational history, be brief and general and, to a certain extent, fragmentary, while our Documentary History deals fully with the subject and is chronologically consecutive.

Quite recently, the English Department of Education has adopted the United States System of issuing Annual Volumes on general and specific educational topics rather than, as a rule, historical accounts of Education in various Countries.

Should a Dominion Bureau of Education be established, as suggested to Sir John Macdonald by Doctor Ryerson at Confederation in 1867, the United States and latterly the English, System, of issuing detailed accounts and abridged sketches of Education in the various Provinces, and other places, would likely be adopted, and an effort would doubtless then be made of seeking to harmonize our Canadian systems of education, without, in any wise, interfering with the local administration of education in the several Provinces and Territories.

PART III.—SCHOOL ROOM DECORATION.

Since writing this part of my Report of last year, I have procured some additional illustrations for a proposed publication, under the authority of the Department, on School Room Decoration on a more extended scale than that in the Brochure on the subject, of twenty six pages, which was prepared by me and published by the Department last year.

The following is a list of the illustrations now available for such a publication. Among these illustrations is a photograph of the Statue of Sir John Colborne, (Lord Seaton,) founder of Upper Canada College, erected near the Devonport Dockyard, close to Plymouth. Not being able to procure a photographic copy of this Statue while in England in 1898, I got a friend there to take the matter in hand. His report to me on the subject is as follows:—

"I could not obtain a view of Lord Seaton's Statue, as it is not illustrated in any of the published works on Plymouth. The cause is,—that the Statue is on Government property; and no one is allowed to take photographs there, for military reasons. Mount Wise, on which the Statue is erected, is a fortified military position of great importance at Devonport, (close to Plymouth.) At length, after some inquiries, I obtained the assist-

ance of a gentleman, and he appealed to the Commander-in-Chief of the Western District,—Sir William Butler, formerly in command in South Africa. He was very courteous ; and, after full explanations, as to the purpose and object of the request, and as to yourself, he consented to have the Statue photographed under military supervision."

The photographs and other illustrations for a further publication, as suggested, on School Room Decoration, which are now available, are as follows —

1. The Champlain Monument, Quebec.
2. Wolfe's Monument on the Plains of Abraham, Quebec.
3. Wolfe and Montcalm Monument, Quebec.
4. Monument to the "First Missionary," near Quebec.
5. Monument Aux Baves, Ste. Foye.
6. Emigrants' Monument, below Quebec.
7. The Maisonneuve Monument, Montreal.
8. The Macdonald Monument, Montreal.
9. The Queen's Statue, Royal Victoria Hospital, Montreal.
10. The Queen's Statue, Victoria Square, Montreal.
11. Sir George Cartier's Statue, Ottawa.
12. Sir John Macdonald's Statue, Ottawa.
13. The Mackenzie Statue, Ottawa.
14. The Volunteer Monument, Toronto.
15. Sir John Macdonald's Statue, Toronto.
16. The George Brown Statue, Toronto.
17. Rev. Dr. Ryerson's Statue, Toronto.
18. The North-West Volunteers' Monument, Toronto.
19. The Guards' Monument, Ottawa.
20. The Volunteers' Monument, Winnipeg.
21. The Williams Statue, Port Hope.
22. The Brant Monument, Brantford.
23. The Brant Statue, Brantford.
24. The Lundy's Lane Monument.
25. The Chryssler's Farm Monument.
26. The Beaver Dam's Monument.
27. The Laura Secord Crossing.
28. Brock's Monument, Queenston.
29. Brock's Cenotaph, near Queenston.
30. The South African Volunteers Monument, City Hall, Toronto.
31. Lord Seaton—Sir John Colborne's Statue,—Plymouth, England.
32. The Grosse Ile Monument, below Quebec.
33. The Marquette Monument, Washington and in Wisconsin.
34. Pere Allouez Monument, Wisconsin.
35. The Crimean Monument, Halifax.
36. The Tabaret Statue, Ottawa.
37. The Macdonald Statue, Kingston.
38. The Macdonald Statue, Hamilton.
39. The Gordon Statue-Monument, Chatham, England.
40. The Lord Clyde Statue (Sir Colin Campbell), London, England.
41. The Guards' Monument, London, England.
42. The Nova Scotia Volunteers in South Africa.
42. The Bust of Rev. Dr. Ryerson, by Rosen in 1854.

In addition, there is a selection of likenesses of noted North-West Indians of the Tribes in Canada.

As intimated in my Report on this subject last year, a selection of pictures from noted English historical works can be made, illustrative of memorable incidents in British and Irish history.

These varied illustrations, if published in half-tone pictures and in a convenient form, as I suggested to you last May, would show our School Boards, Inspectors and School Masters, what abundant historical material we have available for the decoration of the School Rooms in Ontario. The movement in this direction has from time to time

been actively promoted in the United States, and at the present time is very spiritedly taken up in England.

I may here remark that two very striking coloured pictures of : (1) "Discovery of Lake Champlain" and (2) the "Battle of Queenston Heights"—prepared by Mr. J. D. Kelly, of this city, have been published, as Supplements, of "*Saturday Night*" periodical, Toronto. They are 21 by 31 inches in size, and would prove to be admirable pictures for the School Rooms.

J. GEORGE HODGINS,

Librarian and Historiographer of the Education Department of Ontario.
Toronto, 3rd of December, 1901.

REPORT
OF THE
MINISTER OF EDUCATION,
PROVINCE OF ONTARIO,
FOR THE YEAR 1901.

PART II.

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO.



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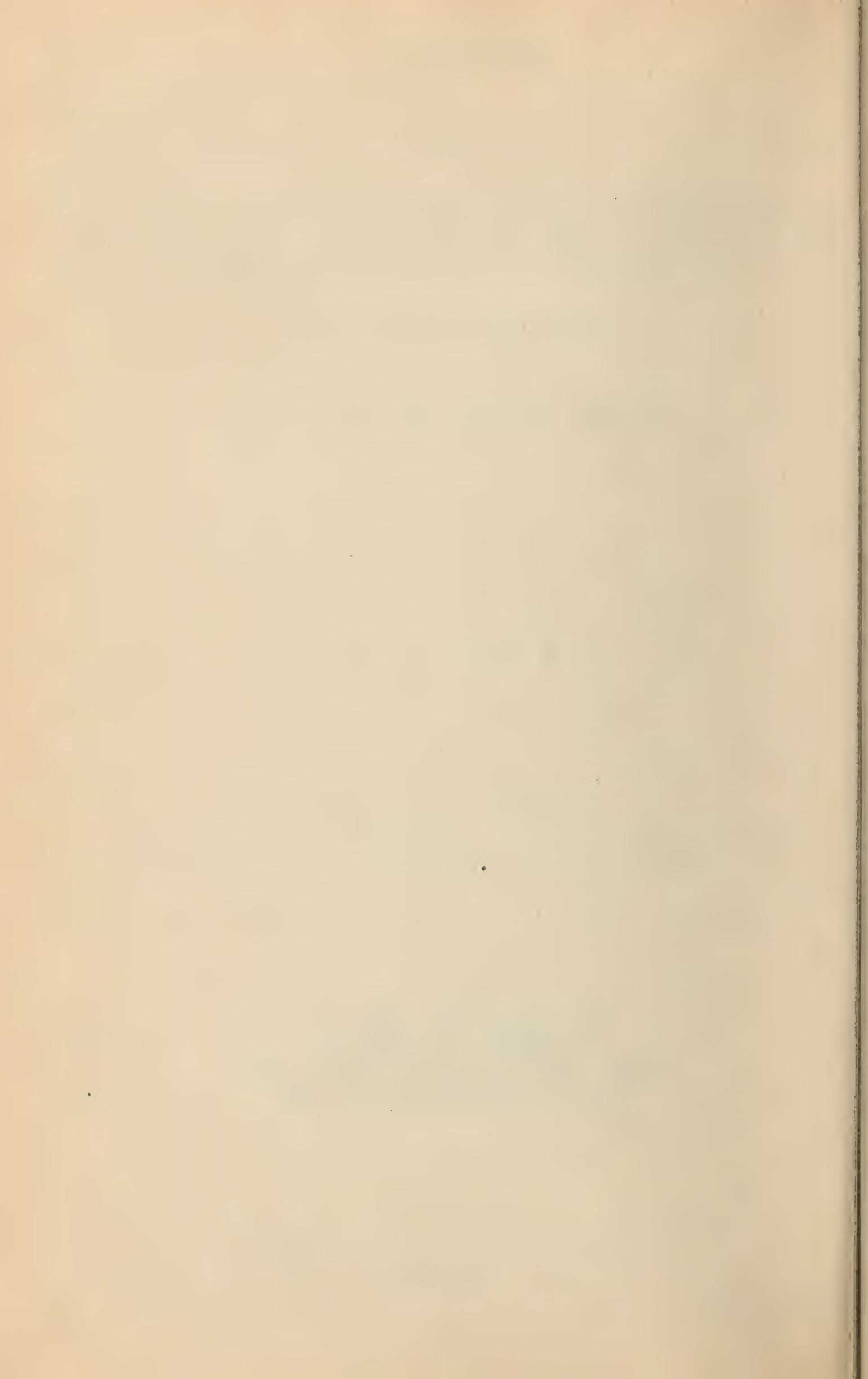


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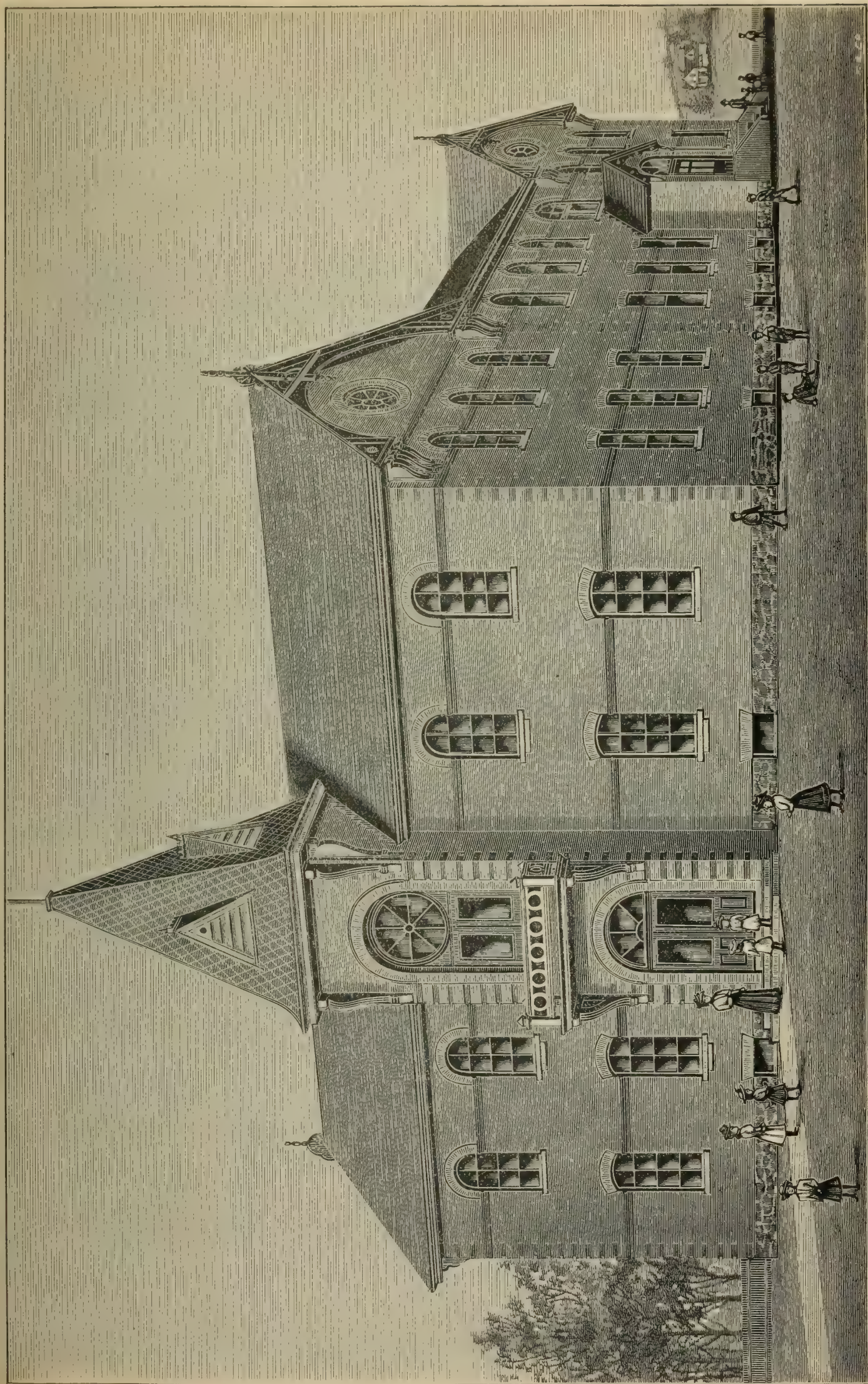
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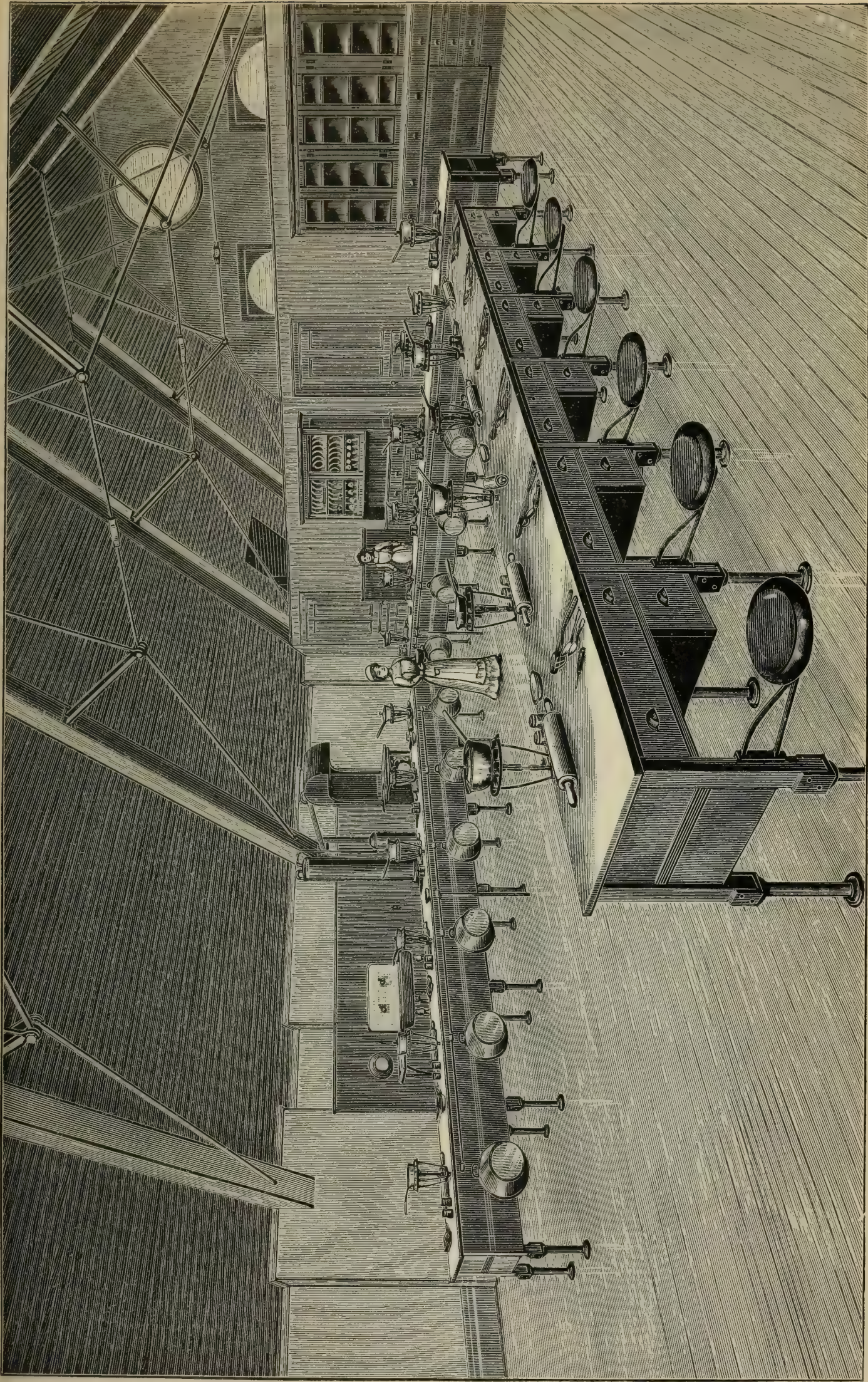
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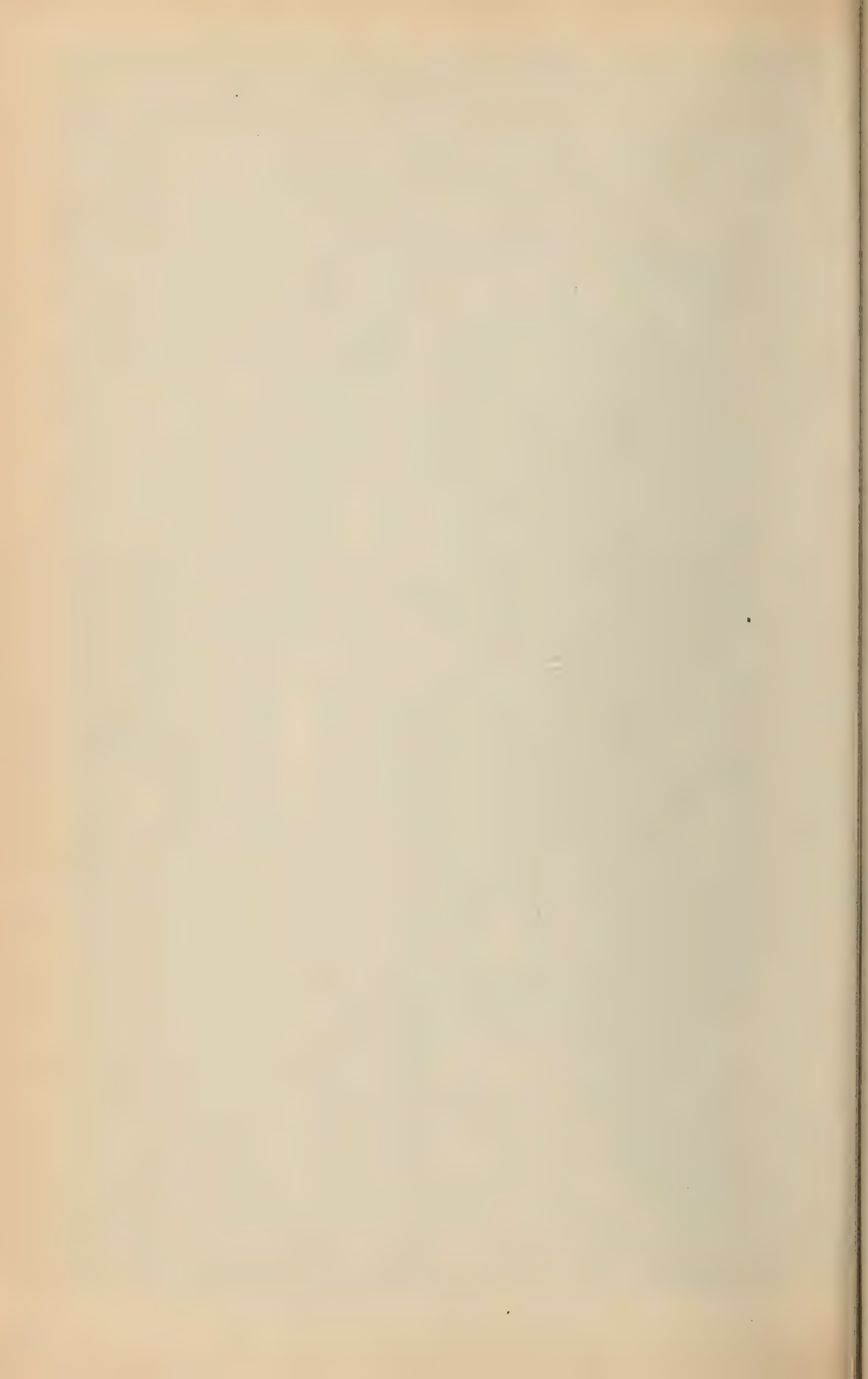
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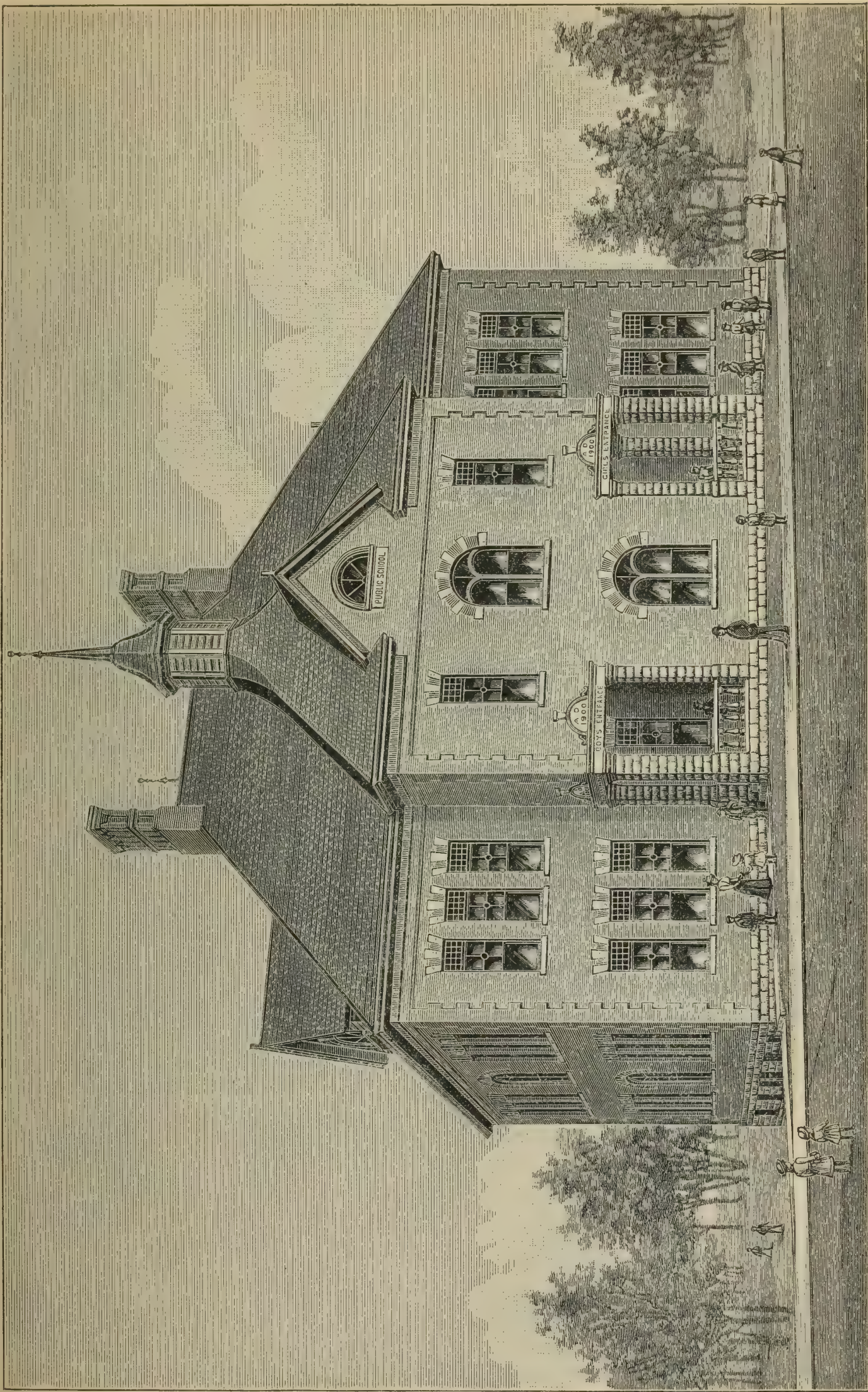


PUBLIC SCHOOL.
TOWN OF PORT ARTHUR.

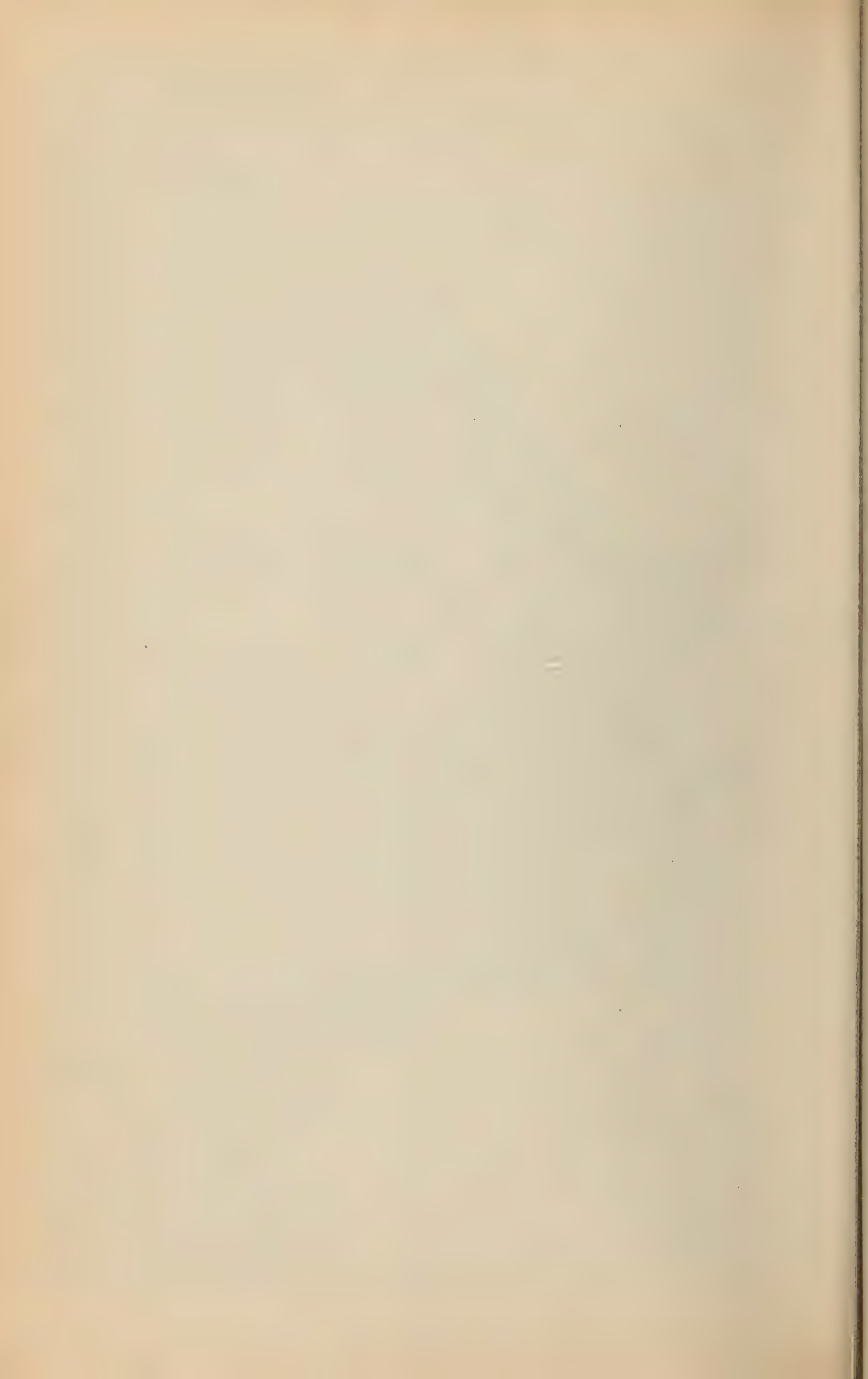


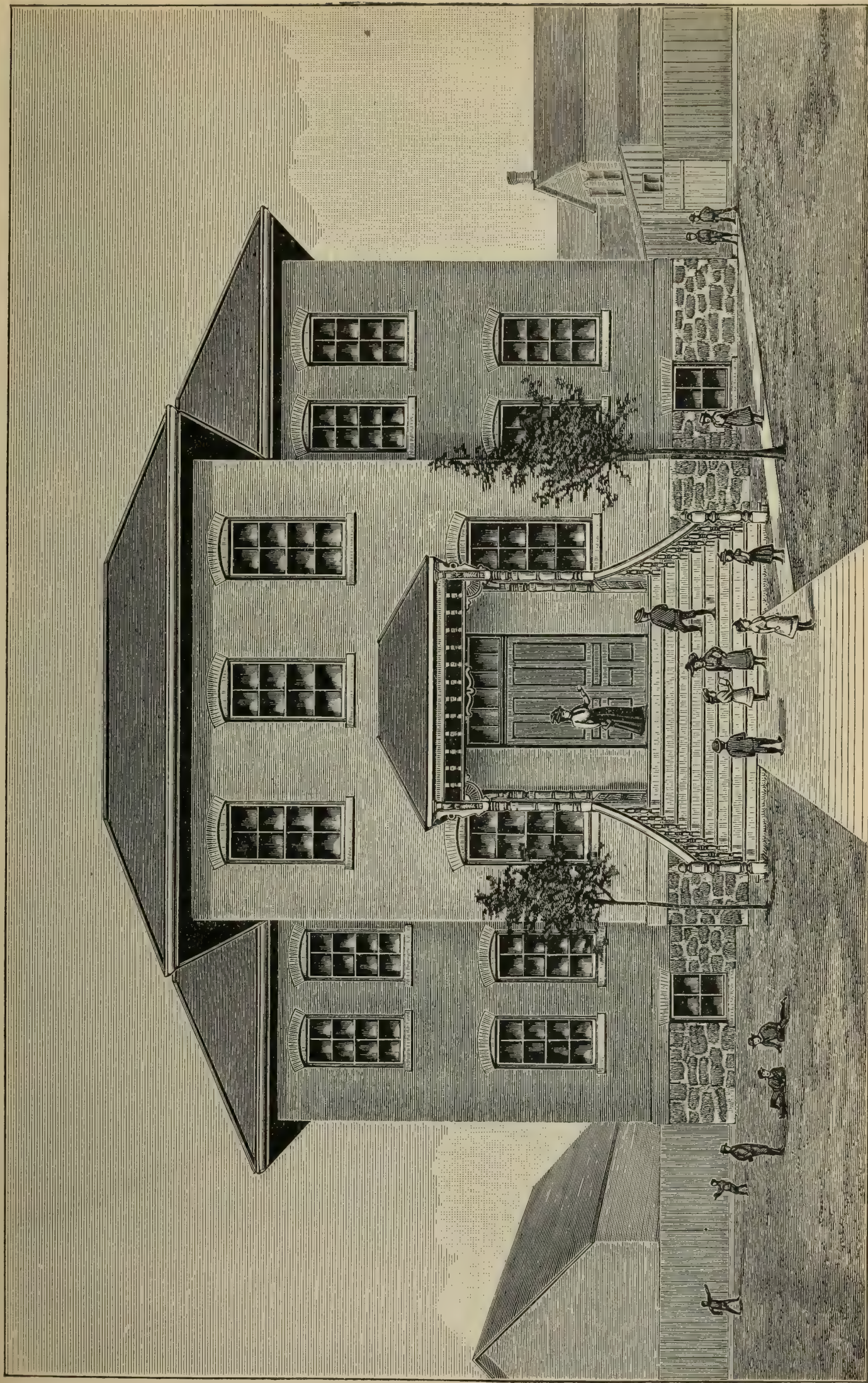
DOMESTIC SCIENCE ROOM.
NORMAL SCHOOL, LONDON.



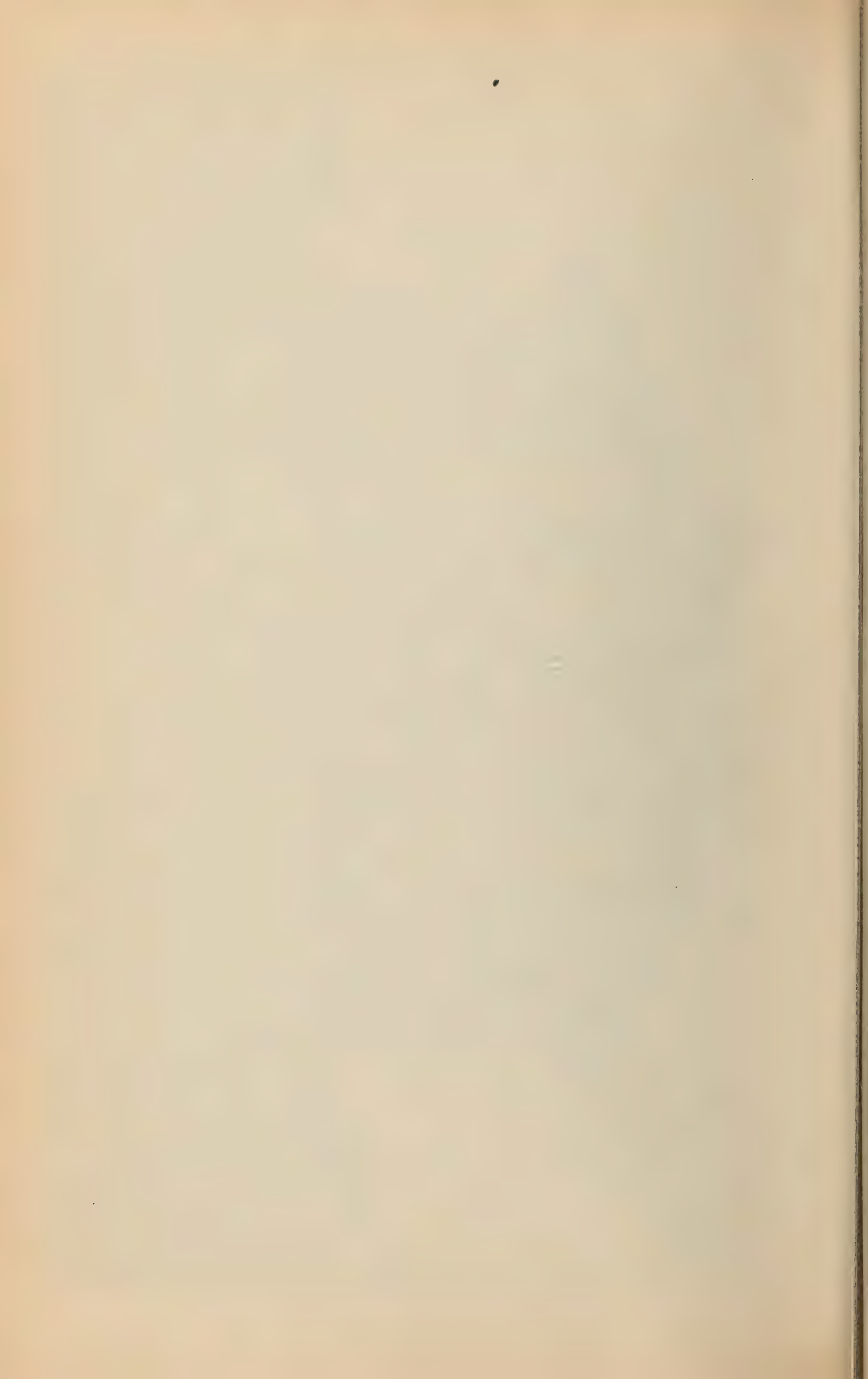


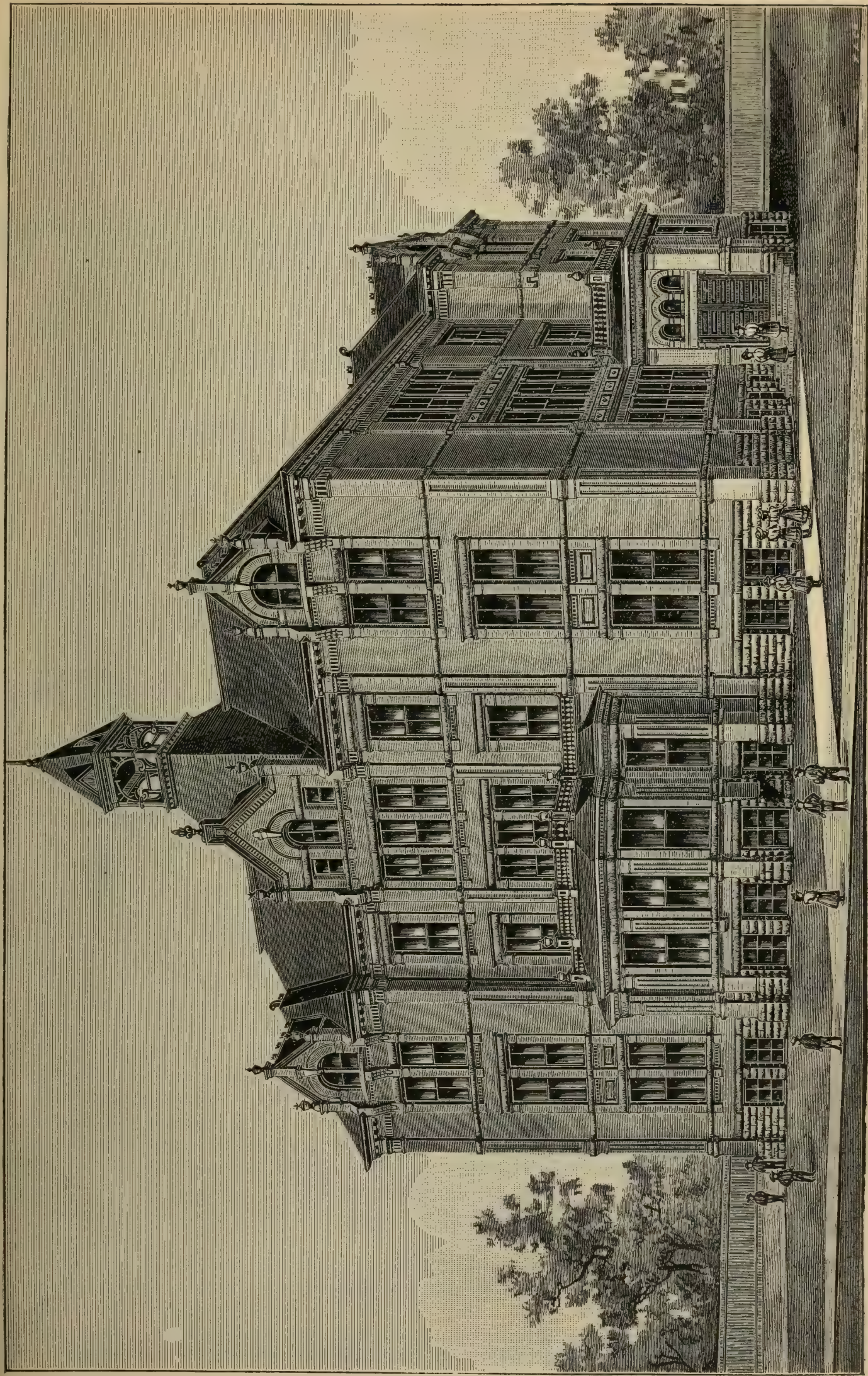
PUBLIC SCHOOL.
TOWN OF BLENHEIM.





PUBLIC SCHOOL AND HIGH SCHOOL ANNEX.
TOWN OF NORTH BAY.





PUBLIC SCHOOL.
WINCHESTER STREET, TORONTO.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1901,

PART II.

APPENDIX I—*COUNTY MODEL SCHOOLS.*

REPORT BY J. J. TILLEY ESQ, INSPECTOR.

Although the present and future of County Model Schools are of greater interest than the past, a brief statement of the circumstances under which these schools were established will not be out of place.

Previous to 1877 the course of training in the Normal Schools was both academic and professional; and as attendance was not compulsory, the majority of teachers obtained their certificates from County Boards, which had power to issue all grades of certificates valid in the counties for which they were given.

In the year just mentioned there were 6,468 public school teachers in Ontario, and of these only 1,084 had ever attended a normal school. That is 83 per cent. of the teachers then employed had received no professional training whatever.

The Minister of Education, the late Hon. Adam Crooks, believed that the time had come when an important advance should be made, and required that all those who intended to teach should have some professional training.

To make provision for this through the additional normal schools that would be required was a formidable task, as I shall show later on, and one which he did not feel warranted in recommending the Government to assume. Instead of this being done, one or two of the principal public schools in each county were selected and conducted as County Model Schools under regulations of the Education Department.

The high estimate placed upon the services of teachers who had attended Normal Schools gave good grounds for believing that the proposition to furnish professional training for all teachers would meet with general favour, and the promptness with which Boards of Trustees accepted the scheme, and the readiness with which County Councils contributed to its support, fully justified the expectation.

These schools have been in existence for 25 years, and have furnished training for 31,000 teachers.

The term which was only 8 weeks at first has been extended from time to time, and is now 15 weeks; various improvements have been made to facilitate the training and the course has been broadened.

Thus what was a tentative measure at first has grown in public favour, and the service which it has rendered has been such as to justify its introduction and to warrant its continuance.

It will be well for us, however, to consider whether the time has not come when another advance should be made in the professional training of teachers, corresponding to the advance made in the non-professional training.

Model Schools are but one element in our school system and must be considered in relation to the whole. This unity was recognized in 1877, and both Normal and Model Schools were placed upon a professional basis. From that time until the present the academic training which had previously been furnished by the Normal Schools has been provided mainly by the High Schools, and through this division of the work the professional training has been very much extended.

In a pamphlet recently issued by a prominent educator, it is recommended (1) that Model Schools shall be abolished, (2) that High Schools shall be relieved from the non-professional training of teachers, in order that, *inter alia*, there may be an earlier introduction of the study of foreign languages by those who may wish to enter a university, and to relieve these schools from the so-called incubus of examinations, and (3) that the old teaching function of Normal Schools be restored, and that more Normal Schools be established, "if necessary". These recommendations involve radical changes, the effects of which should be carefully considered in advance. The use of the closing words in the quotation just given implies a doubt in the mind of the writer whether additional Normal Schools would be required or not. The simplest knowledge of the facts should preclude the existence of any such doubt. The number of certificated teachers employed in the Public and Separate Schools is about 9,000, and the average length of service of a teacher is doubtless less than 7 years. But if we place it at 9 years, then one-ninth of our teachers will retire each year, and 1,000 new teachers will be required annually to provide for what may be called the natural waste of the profession. For this reason training facilities must be furnished for at least 1,200 students per year, and this is quite below the average attendance in County Model Schools.

If we take the London Normal School as the unit at least 8 additional Normal Schools would be required for this training, and in order that this number might suffice it would be necessary to complete the whole course in one year, which for the higher grades of certificates would be simply impossible.

The question of cost, though subordinate to efficiency, must be considered. The cost of the London Normal School, including grounds, building, and equipment was about \$96,000, and this school is in no way beyond what is required. The cost of 8 such schools would therefore be not less than \$768,000.

The annual cost of maintenance of the London Normal School is about \$9,150 and if non-professional training were given, at least \$3,000 more per year would be required for additional masters, which would increase the cost to \$12,150, and the annual outlay for 8 such schools would be not less than \$97,200. This is but \$2,800 less than the whole amount of the annual legislative grant to the 130 High Schools and Collegiate Institutes in the province.

If Model Schools were abolished, and only professional training given in the Normal Schools, 8 additional schools would be required, for I assume that this training would not be less than that now given in the Model and Normal Schools, and therefore there could be but one session per year, and the annual cost of these additional schools would be at least \$73,200.

But apart from the question of cost, is it wise to assign the whole training of teachers to Normal Schools? The present system of training, including County Model Schools, was recommended by the late Prof. Young, and by the three gentlemen who were inspectors of High Schools at the time, viz., Dr. McLellan, Principal of the Normal College at Hamilton, the late Mr. Buchan, and the late Mr. Marling. These gentlemen were experienced teachers, and were thoroughly familiar with all phases of secondary education. This system was introduced 25 years ago, and it is but reasonable to assume that if it had been injurious to higher education, the present High School Inspectors, whose efficiency none will question, would long ere this have recommended its discontinuance, and that High School Masters and Boards of Trustees would have demanded the same. In neither case has this been done, and this fact warrants the belief that the present system of requiring High Schools to furnish the non-professional training for teachers is satisfactory to those directly connected with High Schools, and to the public.

The Ontario system has been adopted in Manitoba and in the N. W. Territories, and is being introduced into many parts of the United States. In 1899 the committee on Normal Schools appointed by the National Education Association of the United States, which is undoubtedly the most important educational association in the world, reported unanimously in favor of requiring the completion of an advanced High School course as the condition for admission to Normal Schools.

We learn from this report that, "This type of school is most fully developed in Massachusetts, where only those students are admitted who are High School graduates from a four-years' course. In Pennsylvania preparatory classes are provided, but the State contributes only to professional training. In the Normal Schools situated in the Mississippi valley none but professional students are received, and in the States of the Pacific slope, the general opinion prevails that a full High School education should be the standard for admission to Normal Schools."

In addition to this it may be said that the State Normal College at Albany, N. Y., is a purely professional institution; and that in Chicago none but graduates of its own High Schools are admitted to the city Normal School.

In this report we also find the following statement with reference to the Middle States and the States of the Mississippi valley: "The tendency is to have one large and strong Normal School, and a number of schools of lower grade to prepare teachers for the elementary grades of Public Schools. In most of the States this tendency has not yet assumed actual form, but there is gradually growing a sentiment in favor of this kind of an organization, as the best for future adoption."

This is virtually what our Normal and Model School system is to-day, and it shows conclusively that Ontario in putting her Normal Schools upon a professional basis and in establishing local training schools, led the advance, and that what we did 25 years ago is now being recommended and adopted by the most experienced educators on the continent. Surely it will not be wise for us who have been in the van to restore the old order of things which others are now discarding.

We should also consider what would be the probable effect upon High Schools if this change were made. It is not many years since these schools occupied a comparatively unimportant position in the country. They were regarded mainly as schools for the wealthy and their chief work was to prepare matriculants for the university or for the "learned professions." Boards of Trustees had no power to impose taxation directly or indirectly, and the schools depended for their support mainly upon government grants and fees.

During the past twenty-five years these schools, by broadening their courses of studies, have thoroughly demonstrated their usefulness and have grown immensely in public favour. They have been granted the right to demand immediate support from the municipalities in which they are situated and from their several counties; and I think it may be said that during this period the progress made by our High Schools has been greater than that made in any other department of our school-system.

From the last reports available we find that the expenditure for High Schools increased from \$348,946 in 1883 to \$722,238 in 1899, an increase of nearly 107 per cent. in 16 years. The attendance for the same period shows a corresponding increase, viz, from 11,843 to 22,460, or nearly 90 per cent., while the attendance in Public Schools for the same period shows a decrease of about 6 per cent.

A very striking proof of the service rendered by these schools to the whole community is furnished by the report which gives the different callings in life upon which their graduates enter. The number of graduates in 1899 was 6,067 and of these 467 entered the "learned professions." Agriculture received 944, mercantile life 1,449, the teaching profession 1,297 or 21½ per cent. of the whole, and 1,910 engaged in other callings.

These figures give a strong negative to the statement that "High Schools are chiefly an institution for the preparation of Public School Teachers," and show most conclusively that these schools provide secondary education for all classes in the community. And it is through this work that they have so strongly established themselves in public confidence.

It is true that large numbers of students take the Departmental examinations, but these are compulsory only for those who wish to teach or to matriculate in a university.

Examinations for this purpose cannot be abolished, and if they are divided into two parts it is simply for the convenience of those who write.

It should be borne in mind also that these examinations, though commonly known as "teachers'" examinations, are taken by many students who do not intend to teach, but who are seeking the certified standing which they afford. The Junior Leaving or Second Class certificate is accepted, *pro tanto*, by

- (1) All Universities and Arts Colleges in Ontario ;
- (2) All Medical Schools and the Medical Council, the School of Pharmacy and the School of Dentistry in Ontario ;
- (3) McGill University and Colleges in Quebec, the Manitoba University and the N. W. Territories for teachers' certificates, the Maritime Provinces for medical registration, and the Board of Regents for the State of New York ;
- (4) All Arts Colleges in Ontario in connection with Theological Schools for matriculation in Divinity.

The wide commercial value of these examinations is thus shown, and this, without doubt, accounts to a considerable extent for the large numbers of students who write annually.

With these facts before us we may safely conclude that if the change were made as recommended, the existence of many High Schools would be imperilled and the efficiency of all impaired through loss of support. Attendance and fees would be reduced, local municipalities would soon object to the high taxation which they now bear for High School purposes, and County Councils would no longer raise an average of \$1,043 for every High School in the Province, as at present. In the words of another it has been well said, "Let it be felt that University influence is to dominate, and the maintenance of High Schools is doomed."

Instead of doing anything which would circumscribe the influence of these schools or alienate them from public favour, we should aim rather to widen their sphere and to bring them more and more in touch with the people generally and with the spirit and needs of the age and of the country in which we live.

We need have no fear of so-called "over-education." There may be defective education ; there may be one-sided education, but when properly understood, there can be no such thing as over-education.

At the present time, when competition in the individual walks in life and among nations is becoming keener every day, when science is being invoked on every hand and skilled labour becomes an economic necessity, and when our fair province seems to be entering upon a new era through the development of its varied resources of mine, forest and farm, we should aim in a truly liberal and patriotic spirit to develop to the highest possible degree the general intelligence of our people. Intelligence safeguards a nation.

At the election for President of the United States in 1896, a scheme for the free coinage of silver was presented as a panacea for the betterment of human condition, but the people of the New England States formed a solid breastwork for the defence of "sound money," as against what they regarded as financial heresy, and doubtless thereby saved the nation from widespread and disastrous financial disturbance. In this connection it must be remembered that New England was the pioneer home of "The Little Red School House," and was the district especially blessed by the labours of Horace Mann.

Increased intelligence also increases the productive capacity of a people.

The United States Commissioner of Education found some years ago that each child in Massachusetts received on an average seven years of schooling, while each child in the United States, as a whole, received but four and three-tenths years. The ratio was 70 to 43. He also found that for the same year the wealth-producing power of each man, woman and child in Massachusetts was 73 cents a day, while for the country as a whole it was only 40 cents—an excess of 33 cents a day.

Horace G. Wadlin, Chief of the Massachusetts Labour Bureau of Statistics, gives from the latest obtainable figures the average per capita production a day for the United States as 37 cents, but for Massachusetts, 66 cents. The ratio is 66 to 37, or an excess of 29 cents a day.

Dr. Hill, Secretary of the Massachusetts State Board of Education, commenting on these facts, says : "The lengths of schooling for Massachusetts, and for the country at large, have slightly increased since Dr. Harris' statement, but their ratio has not materi-

ally changed. Whether we take Dr. Harris' earlier showing, or Mr. Wadlin's later, the larger wealth-producing power accompanies the longer schooling, and the excess of the one follows very closely the excess of the other. Now this cannot all be a mere happening. If it is true that intelligence produces more than ignorance, then excess in wealth-producing power must hold some relation to excess in knowing and doing power. Consider for a moment what is involved in the showing that each person in Massachusetts has a daily wealth-producing power 29 cents in excess of the average for the nation at large. It means that for each person the average annual excess is \$88.74. It means that the productive energy of Massachusetts yields nearly 200 million dollars a year more than it would yield if the per capita productive capacity of the State were no greater than the average throughout the country. This is twenty times the annual running expenses of the Public Schools."

In order, therefore, that as many as possible may share in the advantages which increased intelligence confers, the line of separation between Public and High Schools should be narrowed rather than broadened, and the latter, by taking up and extending the work begun in the former, will continue so to grow in public favor, that we may hope, ere long, they, like Public Schools, will be made free by statute to all who are prepared for admission.

Concluding that it would be unwise to withdraw the non-professional training of teachers from High Schools, we have to consider the relation of County Model Schools to professional training. Shall these schools be continued; and, if so, under what conditions? The average attendance in Model Schools during the past ten years has been 1,408, and although it has been somewhat less than this during the past two years, owing chiefly to the withdrawal of the Primary examination, yet experience shows that this decrease will be but temporary.

The number of Third Class teachers employed in the Public Schools in 1899 was 4,187; and the number of those holding First and Second Class certificates was 4,005, the remainder holding County Board or other certificates. During the past ten years there has been a slight gain in the number of First and Second Class teachers compared with those of the Third Class. The former has increased from 39 per cent. to 48 per cent.; and the latter has decreased from 54 per cent. to $50\frac{1}{3}$ per cent. This small increase in the number of teachers with permanent certificates is, I believe, owing to the fact that, in apportioning the Legislative grants to Public Schools, no recognition is taken of the grade of certificate held by the teacher. If a special grant of even a small amount were given to all rural schools employing Second Class teachers, and an additional grant to those employing First Class teachers, I have no doubt that there would soon be a very marked increase in the number of teachers holding these higher grades of certificates.

As Third Class teachers constitute one-half of the teachers employed in our Public Schools, it is evident that Model Schools must be continued, unless we are prepared to meet the very large expense involved in providing the additional Normal Schools required. Under what conditions then shall these schools be continued?

The training given in County Model Schools has been very serviceable and has, I am sure, been highly appreciated, but if we desire these schools to give us better results, we must increase their facilities for so doing, for both teachers and students are now taxed to their utmost, and are required to undertake much more work than they can possibly do well.

The shortness of the term is the main defect in the Model School system, not only on account of the limited time allowed for the training, but also through the loss sustained by withdrawing the Principal from this work during half of the year. If the training of teachers were the regular work of the Principal, and not a mere incident, he could give to it his chief attention and there would be constant growth. In this, as in everything else, the best results can be achieved only by continuous work along one line.

If the term were increased to say eight months, a permanent teacher would be employed for the senior division, and the chief objection, indeed in many cases the only objection to Model Schools, viz., the employment of a substitute for the Principal's room, would then be removed. The Principal would have plenty of time to get his school into proper working order before the opening of the Model School term in September, and to arrange for all promotions after the close of the term in May or June. He could also

have an hour a day for general supervision, and would then be Principal in reality and not merely in name.

The revenue of a Model School through increased grants and fees, and through a decrease in the number of schools should be sufficient to provide for the salary of the Principal, for unless this be done it will be useless to speak of extending the term.

With the Bi-lingual Model School to be opened in Ottawa this year, there are fifty-seven Model schools in the Province, and taking twelve hundred as the number of students to be trained, we have only twenty-one students for each school. In a school with eight or ten divisions, and no Model School should have less, from thirty to thirty-five students can be trained. And it is found in practice that not more than three or four students can have the requisite practice-teaching in one division without unduly disturbing the regular work of the teacher.

With this allotment of students, thirty-five to forty schools would furnish training for twelve hundred students, and this is the number of schools we require at present. As the number of teachers with permanent certificates increases, the number of Model Schools may be further reduced, and after some years Third Class certificates may be no longer required.

The County Model Schools which still remain may then furnish the training for Second Class certificates, for the number of Senior Leaving or First Class candidates will have so increased by that time as to furnish ample work for the Normal Schools, and the Normal College will be enabled to devote all its energies to the purpose for which, I believe, it was established, viz., the preparation of university graduates for work in High Schools.

The continuance of the Model School system with an extended term and broadened course of training is feasible and presents no serious difficulties. The advisability of this has been affirmed by resolution again and again at both county and provincial conventions, and has been announced as the policy of the Education Department. Even if an assistant were provided for each school, the annual cost would be less than one-third of the amount required if the training were furnished in Normal Schools.

It may be urged in objection that the increased cost to students would be greater than the present remuneration of teachers warrants, and that many young persons would thereby be prevented from entering the profession. The supply of teachers has been for years quite in excess of the demand, and the results have been a painful cutting down of salaries through excessive competition, and the forced withdrawal of many of our most efficient teachers. The extended course of training would doubtless obstruct the entrance of those who intend to teach only for a year or two, but this should be regarded as an argument in its favour. The salary of the teacher is unreasonably small and his tenure of office quite too limited, and anything which will tend to increase the one and to extend the other is a step in the right direction.

To compensate for the increased expense certificates might be made valid for five years instead of for three years, as at present, and the better qualifications with greater permanence would be appreciated by the people and would, I believe, secure better remuneration.

We have thus far been considering the feasibility of our training system. We must also consider it from the stand-point of duty. If the education of the rising generation is a public and not a private matter, and if the State takes charge of this education and makes its support by the people, and the attendance of pupils compulsory, its first duty is to make all necessary provision for furnishing a supply of properly trained teachers, in order that the best possible results may be achieved. Many proposals are made from time to time for the improvement of our schools, but the best way to improve the school is to improve the teacher, and to give him a proper appreciation of the duties which he assumes.

It is now recognized by all who have given thought to the problem of education, that the value of the teacher's work is not to be measured so much by the amount of instruction given, as by the extent to which the pupil's intellectual and moral powers are increased. The learning of certain facts and the formation of certain habits are only means to this greater end, the attainment of which depends far more upon the spirit in which the pupil is taught and disciplined than upon what he learns. It is, therefore, of first importance that the teacher should have high ideals of his work and such a sense of his re-

sponsibility as will make him thoughtful as to his methods and his personal influence. This view of teaching has never presented itself to the young student. Accepting the common traditional view, he thinks of successful teaching only as securing the learning of certain subjects by his pupils, and of the maintenance of good order and industry as means to that end.

Before entering upon his work, and before he has become set in his way, and confirmed by narrowing experience in low aims, is the time when the best influence should be brought to bear upon him. Formation is much easier than reformation, and no teacher is so little capable of improvement as one whom experience has confirmed in bad habits. And this furnishes the strongest argument for an extension of the training course, that the students may begin to teach with a broad conception of the work which they have to do and may be thoroughly grounded in the best methods of doing it. In this, as in everything else involving thought and skill, time is an essential element.

The briefest consideration of the purpose of education and of the relation of the teacher thereto will emphasize the importance of this training by reason of what is necessarily involved.

Education is the institution which man, through the ages, has worked out for the advancement and protection of his culture, and each generation becomes the trustee and guardian of its civilization. The character of the next generation will depend mainly upon the work of the present. If we would provide for the future, we must lay the foundation now. It is wiser to trust to present effort than to future chance.

To subdue the all-dominating self, to lift man out of his original nature into his ideal nature, to fit him for making the most and the best of himself and to prepare him for intelligent citizenship, this is to educate and to civilize. In this does the purpose of education rest, and by this alone may its progress be measured. Its gains will be realized in the best works of men's hands, of men's heads, and of men's hearts; in literature, in art, in industry, in the home, in society, in the state, in the church. In what is best in these, the education of the day expresses itself best; and where education best expresses itself the man of that day comes nearest to realizing his ideal nature. This is the vantage-ground from which man may survey the progress made and the progress to be made.

Progress toward the ideal nature depends upon man's knowing early and doing early. Here lies the *raison d'être* and the province of formal education. The child learns early to interpret the home-life, but he has only dim conceptions of the great world of man. The school receives him and forms the connecting link between the home and that world. It connects what he has been with what he must be. It represents to him in miniature the world to which he travels, and seeks through the school-life to so interpret it for him that when he drops into his little niche in the great world he may properly perform "without jar or friction" the duties of the man and the citizen.

But the school is the teacher and the teacher must do this work; and as water will not rise above the fountain whence it issues, so will the school not rise above the teacher. How then shall he be equipped for his duties?

Art demands knowledge. This knowledge must reveal clearly the end we have in view, and must guide in the selection and use of such agencies as are known to be the proper means to the end proposed. Lack of knowledge as to the end, or the agencies must result in either partial or total failure. The amount and the need of scientific knowledge depend upon the complexity of the art proposed. The work of education is more complex than that of any other art, and hence the means to the end are difficult to discern. We have to deal with a conscious mind in a living organism, with mental processes and mental growth, and are required to discern and to apply such stimuli to this complex entity as will cause reaction resulting in the acquisition of knowledge and the harmonious development of the human powers.

While the professional course should include special reviews of the subjects taught in public schools in order that the imperfect knowledge of the student may be broadened into the more logical knowledge of the teacher, yet the main purpose of the training is to lead the student into what is to him a new field of labor. He must be led, as I have said, to understand the nature and purpose of education. He should also be made familiar with the growth and advancement of both ancient and modern educational systems through the study of the lives, the theories and methods of great educators both of the past and of the present. These will broaden his conception, and inspire him with

higher aims, will guard him against errors, and will lead to the discernment of those fixed principles which are involved in all true education.

He must especially know the being to be educated in his physical, his intellectual and his moral nature. He should be thoroughly familiar with the laws of sanitation in relation to heating, lighting, seating, ventilation and proper keeping of the school. He should understand the relation between physical conditions and mental activity, and should know the mind in its three-fold function, as intellect, emotion and will, with the interdependence of these. He should understand how knowledge is acquired, assimilated and developed by the mind, in order that his practice may be in harmony with the principles of education. Psychology sets forth these principles. It enables the teacher to see his way instead of feeling it, and unless teaching rests upon a basis of science it will ever remain empirical and be but a succession of experiments, too often involving painful waste. "Science gives an authority representing not merely individual experience however good, but rather the collective experience of the ages" properly classified and formulated. The science of education forms a rational basis for correct methods of teaching.

The value of method depends mainly upon the relation in which it puts the child towards the acquisition of knowledge, and towards the development of his own powers. Correct methods of teaching rest upon fundamental principles and lead to correct thinking, and when these principles are apprehended by the teacher he grasps the relation between the science and the art of teaching, and thereby obtains a broader conception of the educational problem.

But the teacher must do more than store or develop the minds of his pupils, or guard their physical well-being. He has to deal with their moral nature and fashion character. This will invoke his highest efforts, for it is much easier to cultivate intelligence than to develop character.

The relation of man to his fellow-being gives rise to morals. Outside of this relation morality cannot exist—cannot be conceived of. And, as all primary knowledge is acquired through consciousness of reality—of the concrete, so moral notions must be acquired through actions which involve morality. The child's first ideas of right and of wrong are never acquired from precepts, however excellent these may be, but from acts, from his own acts in relation to those in authority over him. What the parent permits him to do gives him his first idea of right, and what is prohibited gives him his first idea of wrong. He can have no other standard at first. By this standard he measures the example of others, and by this means alone can precept be interpreted through his own experience.

The teacher, therefore, will not restrict his moral or religious teaching to any set formal exercises, nor will he rely mainly upon the mere reading of the Scriptures. The latter will serve a useful purpose, and should form a part of the daily exercises of the school room, but the ethical value of the school lies in its atmosphere of conscientious service, inspired by a Christian teacher, in the inspiration which comes from its moral tone, in the faithful performance of duty, and in the practice of social virtues. In short pupils must be led to do the right, for it is upon habits of right practice, rather than upon the memory of right precepts, that we must rely for the formation of character.

The Model School Master is to his students a model school-master. Their ideas of teaching and of school management are acquired mainly through the examples furnished by him, and every Principal of a Model School knows how attentively his students observe models, and how closely they try to reproduce them. But above the purposed imitation of methods is the unconscious assimilation of the Principal's spirit and ideals. This is the most important and the most lasting of all the impressions received in the Model School. It remains to inspire and bless the students, and through them, their pupils, long after the formal instruction has been forgotten. In this, as in other things, "it is the spirit that giveth life."

The teacher, then, must ever be the great moral force of the school-room, and as the prophet breathed his spirit into his hearers, so must he breathe the spirit of life into his pupils. He will then be a living power for good, and will be ever directing and lifting the minds and aspirations of his pupils upwards.

He must, through proper methods, seek not only to approach the intellect, but he must also find that method of approach which touches the heart, arouses ambition and awakens a new life. He will not be satisfied with passing children from one class to

another, but will see his highest success in the lives of those who go forth from his school to act well their part as men and women. He will aim not only to increase the nation's knowledge, but to influence for good the nation's life.

If, then, we wish to send out a body of teachers properly equipped, we must see to it that this training is broad enough and deep enough to afford them the best possible preparation for their work through the science and technique of their profession, and also to develop within them a proper conception of the responsibilities and of the grand possibilities of education, and to inspire them to be ever looking onward and upward towards a higher ideal. To this ideal they may never attain. To overtake it would be to destroy it. But through their efforts they will be constantly advancing, and as the volume of our national life flows onward in its course it will ever be broadened and enriched by streams of ennobling influence which have their origin in the labors of our faithful and efficient teachers.

STATISTICS OF COUNTY

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work daily during the term.	No. of assistants with 1st class certificates.	No. with 2nd class.	No. with 3rd class.	No. with other clas.s.
1 Athens.....	C. Ross McIntosh	I	\$ 500	1901	all day	....	3	....	....
2 Barrie	W. J. Hallett	I	900	1893	"	....	8	....	....
3 Beamsville	H. J. Talbot	I	600	1898	"	1	3	....	....
4 Berlin	J. Suddaby	I	1,100	1877	all except 2 hrs. a week	....	7	3	....
5 Bracebridge	W. C. Shier, B.A.	I	650	1900	all day	2	3	3	....
6 Bradford	A. Orton	I	800	1888	"	....	4	....	....
7 Brampton	Wm. F. Sparks	I	725	1901	"	1	8	....	....
8 Caledonia	Robt. G. Elliott	I	600	1901	"	1	3	....	....
9 Chatham.....	J. W. Plewes	I	900	1900	"	....	14	1	....
10 Clinton	W. R. Lough	I	850	1884	"	1	5	....	....
11 Cornwall	Jos. W. Crewson, B.A.	I	750	1901	"	....	10	1	....
12 Durham	Thos. Allan	I	700	1888	"	1	3	1	2 B.A's.
13 Elora	Jas. A. Underhill	I	600	1901	5 hours	....	4	....	1 B.A.
14 Forest	Jas. Campbell	I	750	1894	all day	....	5	....	....
15 Galt	R. Alexander	I	1,000	1875	"	2	6	....	....
16 Gananoque	J. C. Linklater	I	1,000	1888	"	1	6	4	....
17 Goderich	Robt. Stewart	I	800	1900	"	2	10	....	....
18 Hamilton	W. W. Charters, B.A., B. Paed.	I	875	1900	5 hours	1	6	....	1
19 Ingersoll	H. F. McDiarmid ...	I	900	1885	all day	2	7	3	....
20 Kincardine	Samuel T. Crane	I	700	1901	"	1	3	3	....
21 Kingston	L. E. Staples, M.A.	I	700	1899	"	....	9	....	1
22 Lindsay	G. E. Broderick	I	1,000	1888	"	2	18	....	....
23 London	Geo. B. Kirk	I	1,200	1900	5 hours	1	9	....	....
24 Madoc	T. C. Tice	I	750	1897	all day	....	5	1	....
25 Meaford	M. N. Clark, B.A.	Interim	700	1899	"	1	3	4	....
26 Milton	Wm. F. Inman	I	780	1893	"	....	4	1	....
27 Minden	Wm. J. Stevenson....	I	450	1901	5½ hours	....	1	1	....
28 Mitchell	J. H. W. McRoberts .	I	650	1899	all day	2	4	....	....
29 Mt. Forest	G. R. Theobald.....	I	700	1900	"	....	8	....	....
30 Morrisburg	A. E. Meldrum	I	800	1895	"	....	5	2	....
31 Napanee	C. H. Edwards, B.A.	I	900	1899	"	2	5	1	2
32 Newmarket	J. W. Forhan	I	675	1899	"	1	4	....	....
33 Norwood	Jos. Frappy.....	I	600	1900	"	....	5	....	....
34 Orangeville	M. N. Armstrong	I	800	1885	"	....	10	....	....
35 Owen Sound	T. A. Reid	I	1,100	1894	"	....	25	....	....
36 Parry Sound	A. M. Currie	I	750	1896	"	2	6	1	2
37 Perth	M. M. Jaques	I	1,000	1884	"	....	8	....	1
38 Picton	S. C. Woodworth	I	700	1901	"	2	6	....	....
39 Port Hope	F. Wood	I	1,000	1885	"	....	12	3	....
40 Port Perry	Alex. M. Rae	I	800	1877	"	2	3	2	....
41 Prescott	A. A. Jordon	I	1,000	1899	"	1	6	....	....
42 Renfrew	W. A. Stickle	I	675	1900	"	....	7	....	....
43 Richmond	J. L. Bryant	I	575	1899	"	1	2	....	....
44 St. Thomas.....	*S. Silcox, B.A., B. Paed	I	1,200	1899	"	2	7	2	....
45 Sarnia	A. Wark	I	950	1877	"	1	8	....	....
46 Simcoe	Isaac S. Rowat	I	800	1889	"	....	7	1	....
47 Stratford.....	*J. Russell Stuart	I	1,100	1887	" except when insp'ng	2	21	1	....
48 Strathroy	Thos. Dunsmore	I	850	1882	all day	....	8	....	....
49 Toronto	W. E. Groves	I	1,350	1895	"	1	10	....	3
50 Toronto Junction..	Wm. Wilson	I	1,000	1899	"	1	11	....	....
51 Vankleek Hill.....	S. J. Keys	I	770	1898	"	....	4	....	....
52 Walkerton	W. I. Chisholm, M.A.	I	800	1900	"	2	7	....	....
53 Whitby	J. A. Brown.....	I	950	1877	"	1	2	1	3
54 Windsor	David M. Eagle	I	900	1901	"	....	7	....	1 B.A.
55 Woodstock	S. Nethercott	I	950	1893	"	....	29	....	....
Totals.....	8 University Graduates	54 I 1 Interim.				43	404	40	17

* Inspector of Public Schools.

MODEL SCHOOLS, 1901.

Time assistant relieved Principal from Public School work daily.		Is separate room provided?	Is there a professional library? No. of volumes.	Government grant.	Municipal grant.	Fees.	No. of divisions in school.	No. of divisions used for Model School purposes.	No. of students sent at one time to observe.	No. of students sent at one time to teach.	Length of time students are trained before being sent to the divisions to observe.	Length of time students are trained before being sent to the divisions to teach.
1	all day	Yes	95	150	150	110	4	4	5 or 6	5 or 6	6 weeks	6 weeks
2	.....	"	75	150	150	110	8	8	3	3	6 "	6 "
3	all day	"	113	150	150	140	4	4	7	7	5 "	6 "
4	all except 2 hrs. a week	"	97	150	150	30	10	9	2	2	6 "	6 "
5	all day	"	100	300	.....	70	8	7	4 or 5	4 or 5	5 "	7 "
6	"	"	85	150	150	130	4	4	6 or 8	3 or 4	6 "	7 "
7	"	"	80	150	250	102	9	9	4	4	6 "	7 "
8	"	"	120	150	150	50	4	4	3	2	6 "	6 "
9	"	"	350	150	150	185	15	15	4 or 5	4 or 5	4 "	7 "
10	"	"	100	150	150	150	7	7	3 or 4	3 or 4	6 "	6 "
11	"	"	175	150	150	105	10	10	3	3	.....	6 "
12	"	"	80	150	150	70	7	5	3	3	6 weeks	8 "
13	"	"	91	150	150	80	5	5	4	4	6 "	7 "
14	"	"	80	150	150	65	6	5	3	3	6 "	6 "
15	"	"	109	150	150	55	9	8	11	4	6 "	8 "
16	"	"	90	150	150	35	12	5	2	2	6 "	7 "
17	"	"	80	150	150	145	12	12	4	4	6 "	6 "
18	5 hours	"	250	150	150	165	8	66	3	3	6 "	6 "
19	.....	"	90	150	150	35	14	11	3	3	6 "	8 "
20	all day	"	87	150	150	70	8	6	14	.....	4 "	6 "
21	"	"	202	150	150	110	9	9	4	4	6 "	6 "
22	"	"	60	150	150	110	20	11	2	2	5 "	7 "
23	5 hours	"	70	150	58	245	10	10	5	5	1 day	4 "
24	all day	"	150	150	250	135	6	6	4 or 5	4 or 5	6 weeks	6 "
25	"	"	64	150	150	75	8	8	4	4	6 "	8 "
26	.....	"	82	150	200	75	7	5	3	3	6 "	6 "
27	5½ hours	"	128	150	150	15	3	3	3	3	6 "	6 "
28	all day	"	80	150	150	75	7	7	3	3	6 "	6 "
29	"	"	93	150	150	115	8	8	2 or 3	2 or 3	6 "	6 "
30	"	"	93	150	150	90	7	7	4	4	5 "	6 "
31	"	"	200	150	25	145	10	8	3 or 4	3 or 4	5 "	.....
32	"	"	105	150	175	65	6	6	2 or 3	2 or 3	6 "	6 weeks
33	"	"	74	150	150	150	5	5	15	6	4 "	6 "
34	"	"	96	150	150	164	10	10	3 or 4	3 or 4	7 "	7 "
35	.....	"	180	150	150	150	26	18	3	3	5 "	8 "
36	all day	"	80	300	.....	100	11	6	4	4	6 "	6 "
37	"	"	68	150	150	150	10	10	4 or 5	4 or 5	6 "	7 "
38	"	"	100	150	150	110	8	8	3	2	6½ "	7 "
39	"	"	83	150	250	195	15	13	3	3	6 "	6 "
40	"	"	120	150	150	145	6	6	6	6	6 "	6 "
41	"	"	92	150	150	75	7	7	2 or 3	2 or 3	6 "	6 "
42	"	"	85	150	150	150	8	8	4	4	6 "	6 "
43	"	"	81	150	500	5	3	3	3	2	8 "	8 "
44	.....	"	85	150	150	180	11	11	6	6	5 "	5 "
45	.....	"	86	150	150	100	9	9	3	3	6 "	6 "
46	all day	"	140	150	150	85	8	8	2	2	7 "	8 "
47	.....	"	275	150	150	120	24	21	.....	.....	6 "	6 "
48	all day	"	96	150	150	95	9	9	2 or 3	2 or 3	6 "	6 "
49	"	"	225	150	150	150	12	12	30	2	3 "	6 "
50	"	"	60	150	.....	150	16	16	3	3	6 "	6 "
51	"	"	60	150	200	105	4	4	5	5	6 "	7 "
52	"	"	100	150	150	110	9	9	2 or 3	2 or 3	6 "	6 "
53	"	"	118	150	150	73	7	7	4	4	6 "	7 "
54	"	"	77	150	150	105	8	8	3	3	6 "	6 "
55	"	"	145	150	150	90	30	20	2	2	6 "	8 "
			6,200	\$8,550	\$8,348	\$5,914						

STATISTICS OF COUNTY

Name of Model School.	Number of weeks students teach in the divisions.	Number of hours per day.	Number of classes in the division used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	Time students remain in a division before passing to another.
1 Athens	7	1½	10	18	40	20 min.	1 week
2 Barrie	7	1	16	21	29	18 "	1 "
3 Beamsville	8	1½	9	16	50	20 "	1 "
4 Berlin	6	1	15	26	10	25 "	5 days
5 Bracebridge	7	1½ to 1½	16	20	18	20 "	1 day
6 Bradford	6	2	10	16	41	20 "	1 week
7 Brampton	5	1½	20	22	22	15 "	1 day
8 Caledonia	7	.....	10	20	20	25 "	1 week
9 Chatham	5	1½	23	23	37	20 "	3 days
10 Clinton	4	1½	15	23	37	20 "	3 "
11 Cornwall	5	1½	24	18	16	20 "	3 "
12 Durham	4	1½	11	20	25	20 "	3 "
13 Elora	7	1½ to 2	14	20	23	20 "	4 "
14 Forest	6	1	14	18	17	20 "	1 week
15 Galt	5	1½	12	19	17	20 "	1 day
16 Gananoque	5	1½	11	20	13	20 "	1 week
17 Goderich	4	1½	34	18	16	20 "	4 days
18 Hamilton	7	1	66	25	2	20 "	1 week
19 Ingersoll	5	1	14	15	8	25 "	3 days
20 Kincardine	5	1½	12	21	24	25 "	2 "
21 Kingston	6	1½	29	21	13	20 "	4 "
22 Lindsay	5	1	30	16	12	25 "	2 "
23 London	8	1½	10	25	122	15 "	1 day
24 Madoc	6	1½	14	18	34	15 "	3 days
25 Meaford	4	2	12	18	23	20 "	1 day
26 Milton	6	1	16	20	19	20 "	1 week
27 Minden	6	1	12	18	4	20 "	1 "
28 Mitchell	7	1½	9	23	38	20 "	4 days
29 Mt. Forest	6	1½	16	16	23	22 "	2 "
30 Morrisburg	5	1½	15	16	26	18 "	1 week
31 Napanee	5	1½ to 1½	14	20	41	25 "	1 "
32 Newmarket	6	1	12	24	26	20 "	1 "
33 Norwood	6	1½	10	14	42	20 "	2 days
34 Orangeville	6	1½	22	24	35	20 "	1 week
35 Owen Sound	4	1½	24	18	22	20 "	2 days
36 Parry Sound	6	1½	13	20	30	20 "	1 week
37 Perth	6	1½	10	19	55	20 "	1 "
38 Picton	5½	1	13	20	34	20 "	4 days
39 Port Hope	6	2	20	16	31	20 "	1 week
40 Port Perry	6	1	12	8	20	20 "	1 "
41 Prescott	6	1½	15	22	22	25 "	1 "
42 Renfrew	6	1½	20	20	30	20 "	1 "
43 Richmond	6	1½	8	30	19	25 "	1 "
44 St. Thomas	8	1½ to 1½	11	21	70	25 "	1 "
45 Sarnia	7	1½	26	23	18	20 "	4 days
46 Simcoe	4	1½	12	20	28	20 "	2 "
47 Stratford	6	1½	54	22	11	20 "	1 week
48 Strathroy	6	2 to 1	27	27	19	20 "	4 days
49 Toronto	6	1	14	19	*20	25 "	1 day
50 Toronto Junction	6	1	16	18	33	20 "	3 days
51 Vankleek Hill	4	3	13	18	28	20 "	4 "
52 Walkerton	6	2½	17	20	26	20 "	4 "
53 Whitby	7	1½	18	26	21	20 "	1 week
54 Windsor	8	1½	11	25	46	20 "	1 "
55 Woodstock	6	to 1	20	24	21	30 "	4 days
Totals							

* Students do half of teaching in other schools.

MODEL SCHOOLS.—*Concluded.*

Number of students on roll.			Number who passed final examination.			Number with Senior Leaving standing.	Number with Junior Leaving standing.	Number with Primary standing.	Number with P. S. L. standing (District).	Allowance made by trustees to principal's assistant.	Number of renewals granted by the Board.	Average age of students.
	Male.	Female.	Male.	Female.	Total.							
1	22	9	13	9	13	22	3	14	5	120	6	19.67
2	22	11	11	11	11	22	.....	22	.....	.....	9	19.83
3	28	5	23	5	23	28	.....	28	.....	125	6	20.
4	6	2	4	2	4	6	.....	6	.....	165	4	19.
5	14	2	12	2	11	13	.....	2	12	140	20	18.35
6	26	11	15	11	15	26	2	23	1	125	.....	19.
7	20	4	16	3	14	17	1	19	1	100	.....	18.33
8	10	5	5	5	5	10	.....	10	.....	.....	2	19.
9	37	8	29	8	29	37	2	35	.....	160	42	18.75
10	24	11	13	11	13	24	2	21	1	115	3	19.5
11	21	5	16	5	16	21	1	20	.....	150	20	18.71
12	14	5	9	4	9	13	.....	12	1	130	7	19.
13	16	8	8	8	8	16	1	14	1	128	4	19.
14	13	6	7	6	7	13	.....	13	.....	130	.....	18.5
15	11	1	10	1	10	11	.....	11	.....	.....	.....	19.27
16	7	1	6	.....	5	5	.....	6	1	50	.....	19.
17	30	14	16	14	15	29	2	27	1	150	8	19.5
18	33	6	27	4	23	27	2	31	.....	120	8	19.
19	7	4	3	4	3	7	.....	7	.....	150	.....	19.
20	14	9	5	9	5	14	.....	14	.....	135	2	18.5
21	22	6	16	6	15	21	3	18	.....	.....	16	19.86
22	22	9	13	7	13	20	1	21	.....	.....	6	19.4
23	49	8	41	6	39	45	6	40	3	+250	.....	19.5
24	27	9	18	9	16	25	.....	18	9	140	21	19.07
25	15	7	8	7	8	15	1	12	2	140	4	19.
26	15	3	12	2	11	13	.....	14	1	.....	7	19.
27	3	.....	3	.....	2	2	.....	.....	3	.....	8	19.
28	15	7	8	5	8	13	1	14	.....	175	.....	19.
29	23	7	16	7	16	23	.....	23	.....	100	2	18.75
30	24	12	12	12	11	23	1	23	.....	150	13	19.
31	29	9	20	9	20	29	3	23	3	.....	10	19.
32	13	8	5	8	5	13	3	10	.....	125	.....	19.5
33	30	12	18	12	18	30	.....	28	1	130	.....	18.7
34	32	14	18	13	18	31	1	31	.....	130	8	20.
35	30	8	22	8	22	30	7	23	.....	.....	9	19.33
36	20	2	18	2	18	20	.....	5	15	200	29	19.
37	29	2	27	2	27	29	1	25	3	135	12	19.
38	22	11	11	11	11	22	.....	21	1	135	13	19.41
39	39	10	29	9	28	37	6	32	1	.....	10	19.03
40	29	10	19	8	17	25	4	23	2	150	8	20.
41	15	2	13	1	13	14	.....	13	2	150	2	19.
42	30	5	25	5	25	30	.....	30	.....	125	16	19.
43	5	2	3	2	3	5	.....	5	.....	150	8	20.
44	37	14	23	14	23	37	3	34	.....	.....	9	19.
45	20	8	12	8	12	20	3	17	.....	.....	.....	19.3
46	17	8	9	7	9	16	.....	17	.....	160	15	19.35
47	27	9	18	9	18	27	4	23	.....	.....	2	19.5
48	19	7	12	7	12	19	1	18	.....	175	.....	19.33
49	30	3	27	3	27	30	2	28	.....	.....	10	18.83
50	30	10	20	10	18	28	2	27	1	150	.....	19.
51	21	4	17	4	15	19	1	20	.....	130	7	19.
52	22	15	7	15	7	22	1	21	.....	130	10	19.
53	15	3	12	3	11	14	7	8	.....	135	6	19.
54	20	7	13	7	12	19	3	15	1	180	7	19.
55	18	7	11	7	11	18	1	17	.....	.....	9	19.
1,189	385	804	367	778	1,145	82	1,032	26	49	.....	.....	19.14

+ In addition, \$30 each to 9 assistants.

APPENDIX J.—PROVINCIAL NORMAL AND MODEL SCHOOLS.

I. PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO.

1. STAFF OF TORONTO NORMAL SCHOOL. 1901.

Wm. Scott, B. A.	Principal.
W. H. Elliott, B. A.	Vice Principal.
A. C. Casselman.	Drawing Master and in Model School.
A. T. Cringan.	Music. " "

STUDENTS ADMITTED, 1901.

	Male.	Female.
First Session	24	108
Second Session	19	105
Total	43	213

2. STAFF OF PROVINCIAL MODEL SCHOOL, TORONTO, 1901.

Angus McIntosh	Head Master.
Miss M. Meehan	First Female Assistant.
R. W. Murray	First Male " "
Miss May K. Oaulfeild	" "
Thomas M. Porter	" "
Miss E. M. Hill	" "
" Jeannie Wood	" "
" Alice Stuart	" "
" A. F. Laven	" "
" Sarah M. Ross	" "
" Mary E. Macintyre	Kindergarten Directress.
" Ellen Oody	" Assistant.
Mrs Jean Somers	Instructor in Calisthenics.
" Emma Macbeth	" Domestic Science.
Sergeant-Major D. Borland	Drill Master.
Eugene Masson	French Teacher.

NUMBER OF PUPILS IN 1901.

Boys, 265	Girls, 254	Total, 519
Kindergarten		Total, 71

3. REPORT OF PRINCIPAL SCOTT.

To the Honorable Richard Harcourt, M. A., K. C., Minister of Education for Ontario.

SIR,—In response to your request for "a report from the Principal of each of the Normal Schools, dealing with the requirements for admission, the character of the training given, the length of the session, the examinations for certificates, and any other matters that may properly be brought before the public," I have the honor to submit the following regarding the Toronto Normal School:—

The work of a Normal School may be said to embrace the following.—

(a) The subjecting of the knowledge of the students to such analysis as will develop power.

(b) The organizing of knowledge so that the student may not only see the relation of each part of a subject to the whole, but also understand the relation of one subject to another, and of the various subjects to the mind of the child.

(c) The understanding of the ends of school education as comprehending the acquisition of knowledge, the development of power, the formation of right habits, and the building up of pure tastes and reverence for whatsoever things are just and pure and lovely and of good report.

(d) The setting forth of those qualities of mind and heart which every teacher of children should have, such as reverence, sympathy, culture, and conscientiousness in the discharge of duty.

(e) The imparting of clear and correct ideals in teaching and the illustrating of these by a Model School as nearly perfect as possible.

(f) The making clear that the personal qualification of the teacher is of far more importance than knowledge, whether it is of men and things or of the subjects and principles of teaching; that the teacher is always educating, whether in the school-room or on the street; that school is a mirror of what the teacher is; and that this teaching by example is the most potent of all kinds of school work.

Practice teaching, to be of value, must be conducted under proper conditions, otherwise the experience may do harm instead of good to the students in training. It is therefore essential that the Model School should be maintained in as high a state of efficiency as is possible. Only teachers of high scholarship, approved teaching power and varied experience, should be employed.

The Provincial Model Schools are primarily for illustrative teaching by experienced instructors. They are in no sense mere practice schools, nor are they intended for purely experimental work to determine the value of new methods. Students visit them first for purposes of observation and critical study of methods and management. In the early part of the course this work is one of the most important duties of the students. It adds greatly to the value of the theory discussed when they observe how it can be applied in actual practice. Besides, much of the theory of teaching can be more readily imparted by an analytical study of concrete examples than by dogmatic teaching followed by examples.

After a series of observation lessons has been discussed the students are required to teach regular lessons assigned by members of the staff. These lessons are always integral parts of the regular work of the class. This arrangement gives a definiteness and naturalness to the practice-teaching which cannot be reached if the work assigned to students is not directly along the regular line of class study. After a lesson has been taught by a student it is followed by criticism conducted by the regular teacher of the class, assisted by other students who have observed the whole lesson.

Criticism, to be of value, must involve encouragement, assistance and counsel. Carping criticism, fault-finding and scolding on the part of the critic teacher, must be entirely avoided. The main object of the criticism should be to direct the efforts of the students and not to repress them. It is therefore most important that those who are entrusted with the duty of criticism should be men and women of culture and discretion.

Each succeeding session serves more and more to confirm me in the belief that a large percentage of the students receive a very inadequate training in those things which, it seems to me, is the express purpose of a Normal School to give. This is mainly due to two causes: (1) insufficient academic knowledge on entering the School; and (2) lack of time to assimilate the matters presented. For reviewing the subjects of the Public School course, the time is altogether too short. Such review would be helpful in all cases and is absolutely necessary in those lacking in academic preparation, for that there are some who are insufficiently prepared is shown by faulty English, failure to grasp the underlying principles of Arithmetic and Grammar, and inability to think consecutively. Such do not receive all the benefit they should from a course here.

That the fault of having too much to do in the time does not rest with a too extensive curriculum is evident from a comparison of that in use in the Normal Schools of Ontario with those of similar institutions elsewhere. No subject now receiving attention can be dropped, for nothing is discussed which is not actually a part of the programme of the Public Schools of Ontario. There should, however, be additions to the calendar if the work of these schools is to be kept abreast of the times. Educationally the world is moving at a rapid rate and, if this institution is to continue to be worthy of its traditions and to give that training which the present demands of the teacher require, increased

accommodation must be provided. At present this school is so crowded that there is not even sufficient cloak-room accommodation. Rooms are required for Manual Training and Domestic Science. No attempt is now made to make the students acquainted with the rudiments of Manual Training. The ladies receive training in Domestic Science; but the room they use, which is at a distance from the school, is quite inadequate to accommodate so large a number with comfort. With proper facilities these subjects could be introduced to the girls and boys of the Model School, thereby adding much to the efficient training already given to them.

At present one lesson a week is devoted to religious instruction. I have long felt that it would be a forward movement to have a suitable, definite course of instruction laid down, as in the other subjects, to be followed by each denomination, and that this subject should be placed on the same basis as the others. The result would be that in time our teachers would have such a knowledge of the Bible as would greatly enhance their usefulness not only in school but also out of it.

The entrance examination to the Normal School is now upon the teachers' "reading course" for the current year. While this is sound in theory, in practice it is found that few, very few teachers entering the Normal School have made a real study and a careful analysis of the prescribed works. The majority have given a hasty reading of these works to qualify themselves for entrance here. Then those who receive cards of admission only a few days before the session begins have no opportunity of reading them at all. I would suggest that the entrance examination consist of three papers, one on Public School Arithmetic, one on Public School Grammar and one on a volume of Parkman, it being understood that the same volume be examined upon year after year. A student who failed under these circumstances to pass a satisfactory examination could be rejected without doing him any injustice.

As now conducted, the final examination seems to me as satisfactory a mode of fixing the standing of each student as can be devised. The final result is determined by combining the result of tests applied by examiners appointed by the Educational Council and of those applied by the staffs of the Normal and Model Schools. It has the great merit of keeping the Normal Schools and the Public Schools in touch with one another. Then again the finding reached does not depend upon one final test alone; but the entire work and general bearing of each student from the day he enters the institution form an important factor in fixing his standing.

The number of students attending a Normal School is limited by the capacity of the Model School. For sessions past, the Model School here has been taxed to the utmost. One and a half hours per day is all the time which can, without serious injury to the pupils of the Model School, be devoted to practical teaching. If the term is lengthened to embrace an academic year, only half the number of teachers with second class certificates would be qualified. I believe that the loss of such teachers to the country would not at all reach this proportion; for with the greater length of time and the increased cost of obtaining a certificate, only those who intend to teach for a considerable time would attend. Teaching would be less used than at present as a stepping-stone to something else and thus there would be a considerable increase of permanency.

I cannot allow this opportunity to pass without bearing testimony to the zeal, energy, and painstaking work of my colleagues in the Normal School and to the Head Master and teachers in the Model School and Kindergarten. These are all intent upon doing what they can to make the work of training the Normal School Students as efficient as possible.

TORONTO, Dec. 21st, 1901,

WM. SCOTT.

Principal.

II.—PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA.

1.—STAFF OF OTTAWA NORMAL SCHOOL, 1901.

John A. MacCabe, M.A., LL.D	Principal.
S. B. Sinclair, B.A., Ph.D	Vice-Principal.
J. A. Dobbie	Drawing Master, and in Model School.
T. A. Brown	Music " "

Students admitted, 1901.

	Male.	Female.
First Session.....	25	78
Second Session.....	18	60
Total	43	138

2. STAFF OF PROVINCIAL MODEL SCHOOL, OTTAWA, 1901.

Edwin D. Parlow.....	Head Master, Boys' Model School.
J. H. Putnam	Assistant
J. F. Sullivan	"
Miss H. S. Williams, B.A.	"
" Adeline Shenick, B.A., B, Sc.....	Head Mistress, Girls' Model School.
" A. E. G. Wilson.....	Assistant
" M. E. Butterworth	"
" Florence Hanington.....	"
" Eliza Bolton	Kindergarten Teacher.
" J. Stocks.....	" Assistant.
" Elizabeth H. Keyes	Teacher of Physical Culture.
J. Fleury.....	French Teacher.

Number of Pupils, 1901.

Boys, 142.....	Girls, 138.....	Total, 280
Kindergarten		Total, 51

3. REPORT DR. JOHN A. MACOABE, PRINCIPAL.

To the Hon. Richard Harcourt, M.A., K.C., Minister of Education :

SIR,—I desire to present for your consideration the following report on the present condition of this Institution, and some suggestions as to changes which I think highly desirable for the better accomplishment of the work the school is intended to do.

On the 14th September, 1900, the school having completed the twenty-fifth year of its existence, appropriate ceremonies marked the event. About seven hundred of the old students were present, and the enthusiasm of the re-union, and of the feeling towards the school, was most gratifying.

The attendance has kept up to, and in many cases has gone beyond the limit of our accommodation. The attendance for 1900 was: January-June, 25 males and 74 females ; August-December, 17 males, 72 females ; for 1901 : January-June, 25 males, 78 females ; for the present session : 18 males and 59 females.

It is stated that the small attendance for the present session is due to the fact that an increase in salaries—attendant on a scarcity of teachers—has induced many who, under other circumstances, would come to the Normal School immediately after one year's teaching, to take up a second year's teaching ; and may induce them to proceed to the limit—three years. In the class at present in attendance, only five students have entered after one year's experience. If the statement about the increase of salary be true "it is a consummation devoutly to be wished."

The work assigned by Departmental Regulations has, with some additions, been faithfully carried out.

The Normal School students are honorary members of the Ottawa "Field Naturalists' Club" This club makes regular excursions through the surrounding districts to study the botany, geology, entomology, etc., of the country. The students go on these excursions, and the practical nature of the work done is very helpful in "Nature Study." Many of the officers of the club give lectures to the students in the Normal School.

An effort has been made to work out and app'y as far as is practicable, in the Model School, a related and sequential course in this study, adapted to the surroundings and stage of development of the pupils. In the spring of the present year, for each of the

eight Model School divisions, and for the Kindergarten, a portion of the grounds was set apart as a "garden." The pupils of the divisions sowed seeds, and observed the growth from the first appearance of the plant, to maturity. The care and attention paid by the pupils to this, showed the interest taken in it; and how profitable it was to them. Besides this, the pupils took up the study of birds and physical phenomena. The subject of Ecology or life relations of plants (as indicated in Coulter's Botany and Chicago University Elementary Record) is now receiving considerable attention.

During the present session the students of the Normal School and Model School pupils, being furnished with flower pots, attend to the planting and watering of specimens; make observations and drawings of the changes which occur at successive stages of growth; and study the relations of these to light, heat, moisture and atmospheric conditions.

To this department there have been added during recent years, a collection including all the principal Canadian birds, a Colt's lantern and a number of lantern and microscopic slides. In addition to the plant study previously referred to, the Normal School students are required to hand in a number of herbarium specimens collected and mounted during the session. Lessons on these topics form a due proportion of the lessons assigned for "Model School Practice."

The work in Agriculture is rendered more practical by visits of the students to the Experimental Farm, where the Director and members of the staff explain the *modus operandi* of the various lines of investigation pursued there.

In Science of Education, definite work in Child Study and Experimental Psychology is made an important part of the Course.

Last session the male students gave up some of their recreation hours—between 4 and 6 p. m.—to manual training—apparatus for which is installed in the School for the use of the senior boys of the Model School. Of the twenty-five male students in attendance, twenty four entered on the work; and a number of them continued the Course through the summer holidays. Four of them have obtained positions as instructors in new Manual Training Schools, under Sir William MacDonald's endowment, and begin at a salary of \$700 per annum.

For an hour and a half each week, the female students of the Normal School take practical instruction in Domestic Science at the Y. W. C. A.

During the present session Domestic Science has been added in the Senior Classes in the Girls' Model School; Sewing in the Junior Classes of the same School; and Card Modelling in the Junior Classes of the Boys' Model School. This has added much to the popularity of the Model School, which has now reached the limit of its capacity in attendance.

And now to offer a few suggestions for what appear to me as most desirable changes.

1. The first is an extension of the term of training. I may repeat what I have said on another occasion.

The Normal School sessions are, nominally, five months long. The full session of 1898 was exactly three months of "class" work. That anything approaching perfect training in all the subjects set down in the Normal School programme can be accomplished in so short a time no one will seriously maintain. The imperative necessity for at least a ten months' session in the Normal Schools is realized every session more and more by masters and students. Even you, Sir, in your last report, give the weight of your opinion to this contention. The Boston Normal School, which some years ago was organized on a plan similar to that of the Ontario Normal Schools, began with a five months session as we have; very soon the session was lengthened to ten months, and I believe it is now a year and a half for a purely professional course. And professional training, in the meaning usually applied to that expression—training in methods—does not and cannot, alone, occupy the whole and sole consideration in Normal School work. We all know that the purely academic knowledge of a subject, say Arithmetic, which a student has on being graduated from the High School, is not sufficient in *kind* or amount for one who has to present this subject to a class. One of the necessities found by the Normal School staff is a review of academic subjects from the standpoint of one who has to train pupils in these subjects. This necessary review of academic subjects, if properly done—as it should be properly done—will take up a large amount of the master's time in

the Training Schools. Normal School masters sometimes find that inability on the part of a Normal School student to teach a subject well in the Model School arises, not from not knowing *how* to teach, but from not knowing *what* to teach—not knowing the subject sufficiently well from the teacher's standpoint.

2. The last sentence suggests the next change which would make the professional work of the Normal School more efficient. Strictly speaking, it is not a professional change, but it has a bearing on professional work. The standard of scholarship for Junior Leaving should be raised, especially in grammar and arithmetic; or, rather, in the use of the English language and in arithmetic. In these two subjects a minimum of 67 per cent is none too high for a teacher, and should be exacted. There is no concealing the fact that we Normal School masters find our students, with few exceptions, lamentably deficient in a cultured use of the English language. When we come to read the examination papers handed to us, we often find the good effect of a fine comprehension of the matter of the examination paper marred by deficiency in cultured expression. This defect has always been a source of great regret to me—to find the papers of a powerful thinker spoiled, destroyed by errors which should never have survived the Public School course, not to speak of the High School course. This is a weak point, a very weak point, in the qualifications of many of our teachers.

With this efficiency in grammar and arithmetic, a *practical* knowledge of "Science" should be made obligatory among the "non professional" qualifications of the student.

3. This brings me forward to the examination for entrance to the Normal School. This examination has not yet reached its highest degree of usefulness, because in many cases there is not a sufficient amount of time given for preparation. Many students who enter the Normal School do not receive notice until within a few weeks of the opening, and the excuse then offered for non-preparation of the curriculum for the entrance examination is that the notice was so short. In order to make the entrance examination really helpful to the students in the coming Normal School course, (1) those wishing to enter the Normal School, and whose admission is approved by the Education Department, should receive notice at least six months before the opening of the School. Indeed, a year's notice would not be too long. It would give the student-elect time to thoroughly consider why he is about to enter the Normal School, what he will do there, and why he does it. (2) It should be distinctly understood that this examination will not be a mere form, but, like a university matriculation examination, a *rigid test*, the non-passing of which bars the student from entrance. (3) And, most important of all, the test of tests must be the language test; that one who proves himself unable to use the English language with grammatical accuracy, with well-regulated construction, and with cultured expression, must not be admitted.

4. The next suggestion is a matter of detail. With a session of ten months long—nine months of "class" work—the first four months should be spent in a thorough review of the subjects of the Public School curriculum, this review being made chiefly from the standpoint of teaching these subjects. That knowledge of school subjects which is best for a teacher to have, and how best to use such knowledge in presenting it to the pupil, should be most carefully considered during this period. With this will, of course, be associated the usual instruction in methods of teaching, and "model lessons." The four months, September to December—the schools opening on the first Tuesday in September—could be profitably spent in this way. Then in the remaining five: January to May inclusive (examinations in June), the student-teachers, thoroughly conversant with *what to teach*, and *how to teach it*, take up their Model School practice with a power which will prove most effective in their work, and most profitable for their own training.

5. The next change in the line of great advantage to the schools is the raising of the standard for professional "pass." Some years ago, the standard which Normal School students were required to reach for graduation was 50 per cent. on practical teaching; 50 per cent on the aggregate of all other subjects, and not less than 34 per cent. on any individual subject of the curriculum. Everyone will grant that this is little enough; but the weak point here was, that if the student did not make 50 per cent. on the two final lessons there was great danger of his being "plucked," even though he had made a brilliant sessional course. Very wisely this state of affairs was changed—in some points, for the better; in others the change is not so good. Now, the standard required for "pass," in the Normal Schools is 50 per cent. on the aggregate of all subjects, including

"teaching," and 34 per cent. on each subject, including "teaching." To my mind 34 per cent. is altogether too low a mark for "pass" in teaching. Why, the County Model School regulations demand much more than this. They say: "Any teacher in training having Primary Standing, who obtains 40 per cent. of the marks assigned to each subject (including practical teaching), and 60 per cent. of the aggregate shall be awarded a third-class certificate, valid for three years." The old plan in the Normal Schools is much better. At present 600 "marks" are allowed for "teaching," as part of the Normal School curriculum. Of these 600 marks, 400 are for award by the Normal School staff, and 200 by the final examiners. According to the present regulations, a student who makes 50 per cent., a very moderate demand on a Normal School student, on the sessional teaching, may actually make a total failure on the final lessons, affording to get zero for each lesson, without risking being "plucked." It may be said (1) that such an extreme case as this cannot possibly occur; that no lesson by a student who has completed his Normal School course can possibly reach so low a grading as zero; speaking from experience, I would say we must not be too sure of this; (2) that if the sessional work "pass" a student, it is of little consequence what value is obtained for the final lessons; that his sessional work being good, he will be a good teacher, no matter what failure he may make of his final lessons. I would not like to view the final lessons in this light. Perhaps a compromise will be best here. Place the marks for "pass" in teaching not less than 50 per cent. on the sessional teaching, and not less than 34 per cent. on the final lessons; but give the principals the old power of saying whether a student who fails to take his 34 per cent. on the final lessons, should be allowed his "pass."

6. The discussion on this last topic naturally leads to the next. The division of labor in the examinations of Normal School students has much in its favor. In the Normal Schools we have three examining bodies: the Normal School staff, the inspectors who preside over the final practical teaching, and the examiners who "set" the papers for the final written examinations, and "read" the answer papers. This, as it were, places a Revising Committee over the decisions of the staff of the Normal Schools. A Revising Committee is naturally a good safe-guard; but it is a question whether in the case of the Normal Schools, the graduation of students should not be left entirely in the hands of the Normal School staff, with a distinct understanding that the only rivalry among the Normal Schools shall be which can graduate the best teacher. The Education Department would, of course, continue to prescribe a uniform curriculum for Normal Schools. The Boston Normal School staff has the sole right to decide the graduation of the students of that institution. If the Normal School staffs were the sole authority to grant Normal School diplomas, I have no hesitation in saying that the "weeding out" process would be more extensive than it is now; for the personality of the students, in all that this term implies—that essential quality of which no written examination can give a true record—would receive its proper place in deciding the fitness of a student to take up the immortal work of training the young minds of this growing country of ours.

With these changes I would look for increased usefulness in the School itself, and increased efficiency in the students when, later, they enter on the practical work of their profession.

Yours very sincerely,

JOHN A. MACCABE,
Principal.

OTTAWA, 25th Nov., 1901.

III.—PROVINCIAL NORMAL SCHOOL, LONDON.

1. STAFF OF LONDON NORMAL SCHOOL, 1901.

F. W. Merchant, M. A.....	Principal.
John Dearness.....	Vice-Principal.
S. K. Davidson.....	Drawing Master.
Fred. L. Evans.....	Music Master.
Wm. Gregory.....	Physical Instructor.
Miss Agnes Mackenzie.....	Teacher of Kindergarten Principles.

Students Admitted, 1901.

	Male.	Female.
First Session.....	13	71
Second Session.....	22	70
Total.....	35	141

2. REPORT OF PRINCIPAL MERCHANT.

To the Honorable Richard Harcourt, M. A., M. P. P., Minister of Education.

SIR,—I have the honor to transmit herewith the Annual Report of the London Normal School for the year 1901.

I have the honor to be, Sir,
Your obedient servant,

F. W. MERCHANT,
Principal.

LONDON, 19th Dec., 1901.

BUILDING, GROUNDS AND EQUIPMENT.

The following changes have been made during the year:—

The fitting up of the rooms on the third floor has been completed. The two rooms in the west wing are to be devoted to the Domestic Science Department. One of these is furnished with all modern conveniences as a kitchen and is supplied with all necessary equipment. Three tables are provided at which a class of thirty-six students can do practical work. The room adjoining this is to be used by the class in sewing. The east wing of the third floor will be used for the Museum. Several valuable collections are to be given us as soon as cases are provided.

A gallery has been erected in the Physical Science Lecture Room.

A boiler has been added to the heating plant. We have now sufficient power to heat the building under all conditions of the weather, but the ventilation of the class rooms continues to be very unsatisfactory.

With the exception of the basement and the appliances for ventilation, the building is now complete in all its appointments. The floor of the basement should be cemented and the rooms supplied with Manual Training equipment.

Under the direction of Mr. George W. Rennie, gardener at the Asylum, the grounds at the back of the building have been levelled and seeded. When the work is completed we shall have one of the best athletic parks in the city.

ENTRANCE REQUIREMENTS.

The present non-professional requirements are unsatisfactory so far as the options are concerned. Many of our students did not in their High School courses take subjects of importance to the Public School teacher. For example, about forty per cent. of the pupils this year had at entrance no knowledge of Botany although they are required in the Normal School to take a course in methods of teaching this subject with the view of preparing themselves to teach it in the upper grades of the Public School and of doing Nature Study work in the lower grades.

The present system of options should be abolished and a fixed non-professional course for teachers adopted. A higher standard in all the subjects embraced in the Public School course should be exacted at the non-professional examination.

The practice of prescribing for the entrance examination to the Normal School a judicious combination of professional and literary reading is a good one; but the works selected, especially those on the professional side, have not always been the most suitable for the purpose. Instead of prescribing such manuals as Seeley's History of Education, which treat of a host of educators and educational systems, it would be better to require entrants to read a work which records the practical experiences of a great teacher or the

principles of a philosophic thinker, or some work of inspiration which has given teachers a nobler and more enlightened view of their calling. Most of our students have read much about such books as Rousseau's *Emile* or Spencer's *Education*, and many have prepared for examination purposes analyses of them, but not two per cent. of the students have read the works themselves. Not one student in attendance during one of our terms had read any part of Dean Stanley's *Life of Dr. Arnold*. Of the general works that have been prescribed, Parkman was found to be the most satisfactory.

There should be a more intimate co-ordination of the county Model School and the Normal School courses. The courses in certain subjects of the Model School, notably that in psychology, are but a poor preparation for the work in the Normal Schools.

No one should be allowed to enter upon the profession of teaching unless in good health, and free from any physical disability or constitutional weakness. Unless in absolute health he cannot successfully teach, or properly control a class of children. Not only will he fail to do justice to his pupils, and to the public who employ him, but the attempt to do his work with any degree of faithfulness will only add to his weakness and hasten the development of disease. This applies especially to persons with a tendency to consumption, dyspepsia, nervous disease, or any constitutional weakness. No one should be admitted to a Normal School without a medical certificate of good health; and this certificate should not be in general terms, but should be specific in its details, especially in regard to the conditions above mentioned.

While our sympathy is naturally extended to those who are so unfortunate as to lose their health, yet we must bear in mind that the schools exist not to furnish an occupation to any class, but for the children. Their interests must be our first care.

THE WORK OF THE YEAR.

Within the limitations noted the work of the year has been satisfactory. The students have been most industrious and painstaking, and have applied themselves to the course of study with diligence and enthusiasm. Entrants to the Normal Schools have passed all the various non professional and Model School tests and have served an apprenticeship of from one to three years in a Public School. This training has a tendency to make them most teachable pupils. They have reached a standard of maturity and acquired an experience most valuable as a preparation for future professional study.

The feature most to be regretted in the attitude of Normal School students to their work is their tendency to estimate the value of everything from the bearing it is likely to have on the final examination. So persistently have we in Ontario emphasized in all grades of schools the examination as an end in education that to work for marks has become with students a firmly rooted habit.

Another regrettable feature is their proneness to depend on the teacher for information and for assistance even in trifling difficulties. The will to investigate, or perhaps better the investigating spirit, is wanting on the part of many students. This appears to me to be traceable to "over-teaching," especially in our graded Public Schools and in High Schools and Collegiate Institutes. The teacher is engaged all day with his class in reviewing old topics or in developing new ones, and little opportunity is given pupils of acquiring habits of reflection and investigation. They thus come to look upon the teacher as the natural source from which they are to derive all knowledge.

In these two features our pupils differ markedly from those of the schools I visited in the United States. I never in one of these schools heard examinations referred to either by teachers or pupils, and when not engaged at lectures most of the students are found either in the libraries looking up references and consulting authorities, or at work in the laboratories.

The work undertaken has been mainly that outlined in the syllabus. But we have found it impossible in the short term of four and a half months to cover more than about one-half of this course.

The Ontario Normal School course appears on paper extensive. It embraces most of the centres of interest that have been suggested from which to derive a course of study. But it indicates what should be done rather than what can be done. The following are some of the objects for which time is urgently needed :

1. *A review of the academic studies.*

We have found the students' knowledge of the academic subjects as a rule vague and disconnected. This is a common complaint among Normal School masters both in Canada and the United States. I do not trace the cause, as some do, to poor work in our secondary schools. I am convinced that on the whole our High Schools and Collegiate Institutes do as thorough and as efficient work as may be expected of them. The knowledge acquired by a young student from a study of a subject for the first time is necessarily superficial and indefinite. The student lacks maturity, he is not contemplative, he fails to look at a subject from all sides and to see it in all its bearings. This will always be the case, and we need never expect to find High School graduates saturated with the subjects studied by them.

There is also a necessity for review apart from the indefiniteness of the student's knowledge. In the Normal School there is a change in view-point. In the High School the end in view is the subject and its value to the student; in the Normal School it is the value of the subject in an educational process and the best mode of presentation to produce the highest results. In the Normal School, therefore, the review should be conducted with direct reference to the teaching process.

By the best arrangement of the time-table which we have been able to make we can give on an average but eight teaching periods during the term to each subject of the Public School course. It will be at once seen that this is altogether inadequate even for the work already prescribed not to speak of the important and necessary academic review that I have just indicated. The present separation between the non-professional and the professional courses of study is based on the false assumption that method can be abstracted from the subject matter and that a few lectures on method should suffice.

2. *Nature Study.*

The demand for Nature Study is one of the prominent features of present day educational thought. It is advocated on the one hand by all those who from a study of the child recognize that he must be educated through his own activities, and on the other by those who from an investigation of the subject matter of instruction insist upon the inadequacy or unsuitability of mere book knowledge as a preparation for real life under the present social conditions. The term Nature Study has turned out to be somewhat unfortunate, because it has led to an unwarranted separation of subject matter from method. This is seen in articles in current periodicals and found in text books on the subject where simple information about plants, animals and other natural objects is given with little or no suggestion of that personal investigation by pupils themselves which is the essential character of this movement. Nature Study should be understood to imply the exercise of the child's own observation, his reasoning about the observations made and the expressing of his own conclusions. Pictures and other modes of expression of other people's study of natural or artificial objects should have but a very subordinate place, if any in the nature-study lesson. A complete nature study exercise includes the expression of the thought or conclusion reached by the investigator. Expression should not be confined to a single method. Oral and written language, drawing, modelling and constructive work of various kinds should all be used.

Teachers must be especially prepared to do such work. Indeed the strongest objection to the introduction of Nature study into the public schools has always been that the teachers are not qualified to undertake it. Many of them, as I have already pointed out, have not taken Elementary Science in the High School, and even the formal study of science as it has been carried on in many schools has not proved to be a satisfactory preparation for conducting Nature Study classes. But a beginning must be made, and the general opinion seems to be that the Normal Schools should undertake the work.

We have in the limited time at our disposal given considerable attention to the subject. In the teaching of geography, physiology, agriculture, and elementary science the Nature Study method has been adopted. In connection with the lectures on method in Nature Study, the students are required to make actual investigation of the phenomena connected with the various phases of the environment. For example, among the investigations which the students have, under the direction of Mr. Dearness, undertaken this term may be named, the life history of a plant, less thorough study of three other

plants, the study of two or three species of turtles and snakes, the life history of an insect—the San Jose Scale, the rust of wheat, the changes in its bed made by the river near the school, an object study in physiology, a related series of observations upon the motions of the moon, and a practical comparative study of two minerals. The investigations vary from term to term. The difficulty of finding time for carrying on practical work in a class of one hundred students and of providing the necessary equipment for so many prevents us from making these studies at all exhaustive. In fact, much of what we have accomplished has been done only by taking time for it which is usually devoted to other subjects in themselves important.

3. *The application of the Kindergarden and the Manual Training Ideas.*

The education of the child through his own activities is the prominent feature of modern pedagogical method. In the application of this principle, two classes of schools in part separated from our Public School system have arisen—the Kindergarden and the Manual Training school, and one at the beginning and the other at the end of the Public School course. Although Kindergardens have been established for many years in our cities and larger towns yet the number of pupils in attendance as compared with that entering the lowest grade of Public Schools, is still very small, and Manual Training Departments have been established in connection with but few Public Schools. There appears also no immediate prospect of a rapid increase in the number of these schools. While such an increase is to be welcomed, yet what, in my opinion, we require most in order to give a better training to *all* our pupils is a complete reorganization of the Public School course of study. In the reconstructed course what is valuable in the Kindergarden and Manual Training ideas should be made prominent. This course should take into account the constructive as well as the other activities of the child, not only at the beginning and the end of his formal education, but at all stages of his development. To prepare teachers for carrying on in an intelligent way such work in the Public Schools, the Normal School curriculum should also be reconstructed and brought more into harmony with modern educational ideas.

In the limited time at our disposal we have endeavored to give our students some assistance along these lines. Under the direction of Miss MacKenzie, the lecturer on Kindergarten Principles, they have obtained some practical acquaintance with exercises of the City Kindergarten and Transition classes. Through the kindness of Prof. Robertson and Mr. W. O. Macdonald we have one Manual Training bench. It is a much used piece of furniture. Ladies as well as gentlemen use the saw and knife in constructing certain parts of their Nature Study outfits. Much more might be attempted if we had a row of such benches.

4. *Child Study.*

Since the child in relation to its environment is central in education it would seem self-evident that the study and interpretation of child life should be one of the chief functions of the Normal School.

In the course in Psychology and Science of Education we have given some attention to Genetic Psychology. The students have studied the various processes and stages in the mental development of the child and considered departures from normal types and hinderances to normal development. The topics touched upon have been so numerous and the time so brief that I fear even the leading principles of applied psychology too frequently have not become a part of the working experience of the graduates of the school. The work we have attempted has also been too general in character. More time is required for training our students to make specific and individual investigations of the child in such matters as the nature of his imagery, his natural interests and instinctive impulses, and the physical condition of the development of intellectual functions. Especially should our students be better trained to recognize by tests some of the more common bodily hinderances to mental effort.

EXTENSION OF THE TERM.

It is evident from what I have said that the chief barrier to efficient work in Ontario Normal Schools is the shortness of the Normal School Session.

The Committee appointed by the National Educational Association to submit a course of study with a minimum of professional requirements for the State Normal Schools of

the United States, after a careful consideration of the whole question, recommended that the shortest time allowed for the completion of a professional course of study be two years, with the understanding that the applicant for admission has at least a High School education or its equivalent. This committee also recommended that the actual teaching of the students in the Model or Practice Schools should comprise at least five recitation periods per week for one year, preceded and accompanied by directed observations and discussions of actual recitations and their plans.

This report but records the practice in nearly all of the State Normal Schools. Most of these schools have courses extending over at least two years; many of them have a three years' course, and even some, as Bridgewater, Mass., offer a course for the fourth year.

In England the teachers Training Colleges, which correspond to our Normal Schools, have a two years' course of study and many of their pupils have spent an apprenticeship as pupil-teachers in Elementary Schools for four years previous to entrance.

In 1877 when the Model School system was organized and all Public School teachers were required to be trained before entering on their duties we took a step in advance of all countries in the matter of the training of teachers. Since that time vast improvements have taken place in the schools for the professional training of teachers in other countries, but in the twenty-four years we have made no substantial change in our facilities for training Second and Third Class teachers. From the nature of the conditions, our schools, both in the scope of the work undertaken and the methods of instruction employed, must be inferior to the best Normal Schools in the United States. We cannot in four months do what is done by them in two or three years, and the attempt to pursue the lines of investigation undertaken by them and to keep up with the times, has, by crowding too much work into too short a time, lessened the effectiveness of our methods of teaching.

The best that can be said of our system is that we do give some professional training to every Public School teacher, but it is not to our credit that we have remained satisfied with our present requirements for so many years.

REORGANIZATION OF PROFESSIONAL SCHOOLS.

The time has now arrived when we should take another step in advance. All our teachers should be required to take at least a two years' professional course.

The method of dividing this course of study into two parts, with a period of apprenticeship in actual teaching in the Public School between them, has proved very satisfactory and should be retained. The students come to the Normal School after an actual experience in teaching in a Public School with a clearer idea of their wants and a background of experience exceedingly valuable as a preparation for their course.

The present Model School system should be reorganized on the lines suggested by Mr. J. J. Tilley, Inspector of Model Schools, in his reports. This would amount practically to abolishing the present Model Schools and organizing a new grade of training schools established at convenient centres in the cities and larger towns. By thus lessening the number and making a judicious selection of centres it would be possible to organize much stronger and more efficient schools.

The present Normal School course should be reorganized and the term lengthened to one academic year. The number now seeking admission to the Normal Schools is less than the three schools can accommodate, and it would be two, probably three years, before those applying for admission would be seriously inconvenienced by being kept back. When pressure is felt provision can be made for the additional attendance by increasing the staffs of the Normal Schools. The Normal School buildings are large enough to accommodate the increased attendance, and the present scientific equipment and libraries, with the annual additions now made, will suffice. The salaries of the additional teachers would be the only increased expenditure for maintenance. At first it might be necessary to increase the staff of but one school and the others could be changed at occasion required. Provision also could be made for increasing the capacities of the Model Schools. In London we have found our connection with the Public School system satisfactory, and another Public School could be utilized.

The increase of the staffs of the schools would allow an opportunity for specialization, and the result would be more satisfactory work in every department. Each of our

Normal School masters is at present required to do a greater variety of work than any one man can satisfactorily accomplish. The regulation requiring a specialist in charge of each department in Collegiate Institutes has added greatly to the efficiency of these schools. Our Normal Schools would also be improved by further specialization on the part of the teachers.

EXAMINATIONS FOR PROFESSIONAL CERTIFICATES.

At present the examinations for professional second class teachers' certificates is conducted partly by the Normal School teachers and partly by a board of examiners appointed by the Education Department. Since the Normal School teachers are given the power of allotting the greater proportion of the marks they may pass whatever candidates they please. While they practically control the examination there is divided responsibility. On the whole, I believe, that it would be better to dispense with the departmental examinations and to hold the Normal School teachers fully responsible for the results.

APPENDIX K.—ONTARIO NORMAL COLLEGE.

REPORT OF DR. J. A. McLELLAN, PRINCIPAL.

The Honorable Richard Harcourt, Minister of Education.

Dear Sir,—I have the honor to submit a few facts and remarks about the Ontario Normal College :—

Officers.

J. A. McLellan, M.A., LL.D., Principal.
R. A. Thompson, B.A., Vice-Principal.

Faculty.

J. A. McLellan, M.A., LL.D., Professor of the Psychology, History and Philosophy of Education.

R. A. Thompson, B.A., Lecturer on School Management.

J. T. Crawford, B.A., Lecturer on Methods in Mathematics.

W. M. Logan, M.A., Lecturer on Methods in Classics.

F. F. Macpherson, B.A., Lecturer on Methods in Literature and Composition.

S. A. Morgan, B.A., D. Paed., Lecturer on Methods in English Grammar and Rhetoric.

A. Paterson, M.A., Lecturer on Methods in History and Geography.

E. S. Hogarth, B.A., Lecturer on Methods in Modern Languages.

J. B. Turner, B.A., Lecturer on Methods in Chemistry, Botany and Zoology.

J. Gill, B.A., Lecturer on Methods in Physics.

J. C. McCabe, M.D., Lecturer on School Hygiene and Sanitation.

G. L. Johnston, B.A., Lecturer on Methods in Writing and Drawing.

T. E. Parkhill, Sergeant, XIII. Batt., Drill Instructor.

J. Johnson, Music.

F. F. Macpherson, B.A., Lecturer on Elocution and Reading.

Students admitted, Session 1901-2—Male, 46 ; Female, 67.

HISTORICAL SKETCH.

The training of teachers for High Schools is one of the many important reforms of recent years. The old opinion was that the possession of a university degree was evidence of qualification for any grade of educational work ; that it would be an imposition to compel a university graduate to pursue a course of training in educational principles and methods in order to become qualified for the greatest of all human callings. Dr. Ryerson, the founder of the system, was not of that opinion. More than forty years ago he established a Model Grammar School for the training of High School masters.

That great man was in advance of his time. He could find nowhere trained teachers for his Model Grammar School. He could get university graduates enough, men of high scholarship and "practical experience," but he could not find men trained in the Science and Philosophy of Education and experienced in the applications of scientific principles to the work of teaching. It need not be said that the Model Grammar School did not succeed. It is somewhat curious that while Psychology is now almost universally admitted to be the essential basis of pedagogical training, nothing was heard of it in the Normal Schools for many years after their establishment. In several of my High School Reports I urged the training of High School Masters, particularly in that of 1882. I again discussed quite fully the question of the training of teachers in 1890. In accordance with these reports the late Honorable Adam Crooks had planned something like a School of Pedagogy in connection with the Toronto Normal School; some of the lecturers for the several departments were actually chosen, when his lamented death put an end to the plan. The Hon. Geo. W. Ross, like his eminent predecessors, thoroughly in accord with the idea of the professional training of the higher class of teachers, established in 1885 what were called the Training Institutes. Four (subsequently six) of the leading Collegiate Institutes furnished graduates and others who had the necessary scholarship the course of training in methods for four months of the year. It was soon felt that students needed a course of training in the Science of Education and in Educational Psychology before the best advantages could be secured from observation and practice teaching. The establishment of the School of Pedagogy in 1890 was the outcome; the removal in 1897 of that institution to Hamilton under its new name, Ontario Normal College, secures the advantage of both features of High School professional training. In the Normal College are combined the benefits of the training institutes as schools for observation and practice, and of the School of Pedagogy as dealing with the Psychology, Science, Philosophy and Art of Education. The facilities are ample for enabling candidates to obtain not only theoretical but practical knowledge of all that pertains to high and public school work. It is the most important step that has yet been taken to accomplish the great and difficult work of training the teachers of the country. The Normal College graduates will become the teachers of the high schools. On the whole better methods of teaching will prevail, and better results in mental discipline will be obtained. In addition to this, as the high schools train academically all the public school teachers, if right methods prevail—and no doubt they generally will prevail—the powerful teaching of example will give those preparing for the profession clear ideas of a rational practice that will form the solid foundation for explicit instruction in rational method.

COURSE OF INSTRUCTION.

The course of instruction and training comprehends:

Educational Psychology; The History and Criticism of Educational Systems; The Science and Art of Education, as founded chiefly on the Psychology of the subjects of the curriculum; the Philosophy of Education, involving a comprehensive view of the Nature of Education, the Processes of Education, the Subject Matter of Education (the Organization of the Curriculum) as determined by the changed conditions of modern life; the Method of Education, including the inter-relation of all its factors, End, Processes, and Subject Matter; School Organization and Management; Lectures on Kindergarten Principles and Practice, with criticisms and suggestions in the light of modern Psychology. Lectures with practical illustrations, on the best methods of teaching the subjects in the several departments of Mathematics, English, Classics, Science and Modern Languages; Observation and Practice in the Collegiate Institute and affiliated schools; Criticisms and suggestions upon the practice lessons of the teachers in training. Instruction in Reading and Elocution; Temperance and Hygiene; Writing and Drawing and Vocal Music; Drill, Gymnastics and Calisthenics.

THE STAFF.

I have to report that the Staff of the Normal College, notwithstanding the limitations and restrictions imposed by their duties in the Collegiate Institute, are doing excellent work. I know a good deal of the courses of practice and training and the quality of

instruction given in similar institutions, and I fully believe that the graduates of the Normal College are at least equal in scholarship and professional training to those of the best institutions on the Continent. All the members of the Staff put both brain and heart into their work; they are thorough masters of the subject-matter; qualified in scholarship for any professor's chair; they have experience in teaching, and the right kind of experience; their knowledge of the science of education has been perfected by successful practice; they have learned to do by knowing and to know by doing; they make every lesson an illustration which really illustrates. In a word, under the circumstances referred to, they do all that can be done to discharge faithfully and efficiently the high duties assigned to them. I regret to add that they do all this for a mere pittance by way of remuneration.

When all the staff merit high praises it may seem invidious to single out one for special mention; but I cannot omit to mention the invaluable assistance I have received from R. A. Thompson, Principal of the Collegiate Institute and Vice Principal of the Normal College. Possessed of an acute mind, strong common sense, a rare genius for management, and enthusiasm united with conspicuous ability, he has contributed very greatly to the success of the College since its removal to Hamilton.

SUGGESTIONS FOR CONSIDERATION.

(1) Separate Method Papers should be set in French, German and Chemistry in order to meet the just claims of candidates who have selected for their Senior Leaving examination options at present not allowed by the Ontario Normal College Curriculum.

(2) As Primary Science is demanded now from all students, candidates for entrance to the College should be notified to read up that subject before entering the College.

(3) The Options in the College Course should be the same as those for the Senior Leaving Course.

(4) The examination in Latin should be compulsory for all candidates.

(5) The final examination should be abolished altogether. We hold two formal examinations in the College each year; we examine the students in oral and written work day by day and week by week; we give them many a lesson and presentation lesson testing every student's power of thinking and facility of expression; we study in every possible way to know as thoroughly as we can the personality of every student; we are able to report in a week after the final college examination the standing of the students, so that the successful ones are at once ready to make application for vacancies that may occur. The final examination is called the Normal College Examination; if it is retained, the name should be changed; it is not a Normal College Examination at all; it does not test doctrinally or practically the actual work of the College. Men who have never taken the course cannot examine in the course, as could be abundantly shown by a criticism of the papers that have been set from time to time. If the examination is to be retained, only graduates of the College should be appointed examiners; for only graduates know the work and know how to examine in the work. Some of the papers of last year, 1900-1, had some of the marks of pedagogical knowledge because they were set by Normal College graduates. Both staff and students are in favor of doing away with this examination.

If this cannot be done the next best thing is to appoint only Normal College graduates and to insist that the returns be made without unnecessary delay.

(6) I have given my opinion of the efficiency of the staff; of their study of Scientific Method, of their clear and attractive teaching, of their clear presentation of model lessons, at once illustrative of fundamental principles and correct method, of their constant and thoughtful care to do all that can be done for the students individually and collectively, I cannot speak too highly. They deserve liberal remuneration for such work. But, as already said, they do not receive it. I have no hesitation in saying that they do not receive one-fourth of what their services are worth. The Trustees say the fault is with the Government (or Education Department), and the latter, that the blame is with the Trustees. I do not decide between them. But I do say that it is no credit to the Province of Ontario that the highest services in education than can be rendered to the country are so poorly paid. Mr. Johnston, who has charge of the vocal music—a most able and inspiring teacher—has never received one penny for all the valuable instruction he has given. Under such circumstances, I have not the effrontery to ask the members

of the staff to do any extra work, as *e. g.* to make special reports on the work in their respective departments, to give now and then a special lecture on important topics in matter and method, to aid by careful study in the revision of the Curriculum, which is now required by the Department, etc., etc. The labourer is worthy of his hire; the labour cannot decently be increased when the hire is unworthy of the labourer.

(7) *An Assistant Urgently Needed.*

There is urgent need of an assistant. A "Master of Method" to supervise the teachers in training, the assigning of lessons, the direction of observation, the criticism of lessons, etc.

Such Master of Method might, too, render some assistance in lectures on Kindergarten principles and practice, in directing the "seminaries" of the students, and in occasional lectures on subjects which the principal cannot possibly overtake. A glance at the detailed course of study—which has been enlarged since the College came to Hamilton—will show it to be simply impossible for one man to do all the work required. A comparatively small outlay would be sufficient, and the efficiency of the College would be very greatly increased. This is the opinion of Mr. Thompson and of the entire staff.

PSYCHOLOGY THE BASIS OF NORMAL TRAINING.

While Psychology is made the basis of the Normal College course, only such of its principles as bear directly upon education are considered. But little time is given to purely metaphysical questions, or unsettled problems. It appears to be thought in some quarters that there is too much time given to Psychology. A President of a College delivering an address in Halifax, before the Dominion Educational Association, left this impression of too much Psychology; and a certain professor made similar statements in Montreal last summer before the same Association. Neither of these men ever visited the College. Their statements are the outcome of ignorance or prejudice or both. The aim of the College—its spirit and method—is expressed in its motto, "LEARN TO DO BY KNOWING AND TO KNOW BY DOING," which the noted American Commissioner of Education, Dr. Harris, declared to be at once a comprehensive and philosophical conception of education. Psychology is taught in its applications. There is little abstract discussion of Attention, Association, Imagination, etc. They are taught as expressed in products of the mind. At all events psychology is essential as a basis for the training of the teacher and for a sound discussion of Educational problems. Even a good definition of education is impossible without such a basis. Take the one-sided definition of the sticklers for so-called practical education which one-eyed seers tell us has nothing to do with psychology: education is preparation to make a living; it is to make a good citizen, etc. And they prescribe a curriculum for us: a little language and literature, a little geography and sociology, a little mathematics and science, a little manual training. This is plausible—it does not seem to demand any psychology for the teacher. But a moment's reflection reveals its weakness. First of all what and where is this Geography—this Arithmetic—this History, etc.? They are not things to be stumbled upon as mere physical things which may be bestowed upon the child. Does Geography, Arithmetic, etc. exist anywhere outside of some human mind? Their ideas enter into the very constitution of human society. As such they are too abstract, too general; they cannot be brought into direct contact with the child's mind. Education, says Dr. Dewey, has to do two things; it has to extract these ideas out of this general experience, sum it up and re-arrange it in scientific order, and then translate it into the child's experience. The ultimate test of the worth of ideas of Arithmetic, Physics, Manual Training, etc., is that they be worked over in the child's experience in such a way as to become part and parcel of himself, lifting him from the mere senuous or animal life, into the humanized, socialized life, the life of self-control, which is the end of all education. This adaptation of the subject matter of the curriculum to the consciousness of the child, means that every subject has to be *psychologized*. If there is no Psychology of Arithmetic, Psychology of Geography, Psychology of Grammar, etc., there can be no science of education; and our training schools sink from the scientific to the empirical, using the half truth of primitive man: LEARN BY DOING; *i. e.* hear and obey; observe and imitate. This psychologizing of subjects, includes, of course, manual training as well as the more academic branches. For skill of hand is the expression of cunning of brain; or briefly, hand craft is the expression of brain-craft.

If this is true, if the child's mind works in a certain way in appropriating material presented to it, and if the material has to be wisely adapted to this mental movement of the child, no long examination is needed to show how far short of a possible ideal are most of the text-books now used in the schools.

Some further remarks on the worth of Psychology may be permitted, especially as the question seems to be less firmly settled in Canada than it is in America and Europe.

The value of any fact or theory as bearing on human activity is, in the long run determined by the practical application of it, that is, by using it for accomplishing some definite purpose. If it works well, if it removes friction, frees activity, economizes effort, makes for richer results—it is valuable as contributing to a perfect adjustment of means to end. If it makes no such contribution it is practically useless, no matter what claims may be theoretically urged in its behalf. To this principle the question of the relation between psychology and education presents no exception. The value of a knowledge of psychology in general, or of the psychology of a particular subject, will be best made known by its fruits. No amount of argument can settle the question once for all and in advance of any experimental work. But, since education is a rational process, that is a process in harmony with the laws of psychical development, it is plain that the educator need not and should not depend upon vague inductions from a practice not grounded upon principles. Psychology cannot dispense with experience, nor can experience, if it be rational, dispense with psychology. It is possible to make actual practice less a matter of mere experiment and more a matter of reason; to make it contribute directly and economically to a rich and ripe, because rational, experience. And this the educational psychologist attempts to do by indicating in what directions help is likely to be found; by indicating what kind of psychology is likely to help and what is not likely; and finally, by indicating what valid reasons there are for anticipating any help at all.

As to the last point suggested, that psychology *ought* to help the educator, there can be no disagreement. In the FIRST PLACE the study of psychology has a high *disciplinary* value for the teacher. It develops the power of connected thinking and trains to logical habits of mind. These qualities, essential though they are in thorough teaching, there is a tendency to undervalue in educational "methods" of the present time when so much is made of the accumulation of facts and so little of their organization. In our eager advocacy of "facts and things" we are apparently forgetting that these are comparatively worthless, either as stored knowledge or for developing power, till they have been subjected to the discriminating and formative energy of the intellect. Unrelated facts are not knowledge any more than the words of a dictionary are connected thoughts. And so the work of getting "things" may be carried to such an extent as to burden the mind and check the growth of its higher powers. There may be a surfeit of things with the usual consequence of an impaired mental digestion. It is pretty generally conceded that the number of facts memorized is by no means a measure of the amount of power developed; indeed, unless reflection has been exercised step by step with observation, the mass of power gained may turn out to be inversely proportional to the multitude of facts. This does not mean that there is any opposition between reflection and true observation. There can not be observation in the best sense of the word without reflection nor can reflection fail to be an effective preparation for observation. In fact, "things"—which we hear so much about to-day—are not facts of science or even facts of knowledge. They must become things *thought* and expressible in words in order to become even the raw materials of science.

It will be readily admitted that this tendency to exalt facts unduly may be checked by the study of psychology. Here, in a comparatively abstract science, there **MUST** be reflection—abstraction and generalization. In "nature study" we gather the facts, and we **MAY** reflect upon the facts; in mind study we must reflect in order to get the facts. To observe the subtle and complex facts of mind; to discriminate the elements of a consciousness never the same for two successive moments; to give unity of meaning to these abstract mental phenomena demands such concentration of attention as must secure the growth of mental power—power to master, and not to be mastered by, the facts and ideas of whatever kind which may be crowding in upon the mind; power to resolve a complex subject into its component parts, seizing upon the most important and holding them clearly defined and related in consciousness; power, in a word, to take any "chaos" of experience and reduce it to harmony and system. This analytic and relating power,

which is an essential mark of the clear thinker, is the prime qualification of the clear teacher.

But, in the SECOND PLACE, the study of psychology is of still more value to the teacher in its bearing upon his PRACTICAL or strictly professional training.

Every one grants that the primary aim of education is the training of the powers of intelligence and will—that the object to be attained is a certain quality of character. To say that the purpose of education is “an increase of the powers of the mind rather than an enlargement of its possessions;” that education is a science, the science of the formation of character; that character means a measure of mental power, mastery of truths and laws, love of beauty in nature and in art, strong human sympathy, and unswerving moral rectitude; that the teacher is a trainer of mind, a former of character; that he is an artist above nature, yet in harmony with nature, who applies the science of education to help another to the full realization of his personality in a character of strength, beauty, freedom—to say this is simply to proclaim that the problem of education is essentially an ethical and psychological problem. This problem can be solved only as we know the true nature and destination of man as a rational being, and the rational methods by which the perfection of his nature may be realized. Every aim proposed by the educator which is not in harmony with the intrinsic aim of human nature itself, every method or device employed by the teacher that is not in perfect accord with the mind's own workings, not only wastes time and energy, but results in positive and permanent harm; running counter to the true activities of the mind, it certainly distorts and may possibly destroy them. To the educator, therefore the only solid ground of assurance that he is not setting up impossible or artificial aims, that he is not using ineffective and perverting methods, is a clear and definite knowledge of the normal end and the normal forms of mental action. To know these things is to be a true psychologist and a true moralist, and to have the essential qualifications of the true educationist. Briefly, only psychology and ethics can take education out of its purely empirical and rule-of-thumb stage where it has been for many a year. Just as a knowledge of mathematics and mechanics has wrought marvelous improvements in all the arts of construction; just as a knowledge of steam and electricity has made a revolution in modes of communication, travel and transportation of commodities; just as a knowledge of anatomy, physiology, pathology has transformed medicine from empiricism to applied science, in a word, just as in any realm of human experience, knowing has aided doing, so a knowledge of the structure and functions of the human being can alone elevate the school from the position of a mere workshop, a more or less cumbrous, uncertain and even baneful institution to that of a vital, certain and effective instrument in the greatest of all constructions—the building of a free and powerful character.

Without the assured methods and results of scientific thought there are three resources available in the work of education.

The first is NATIVE TACT AND SKILL, the intuitive power that comes mainly from sympathy. For this personal power there is absolutely no substitute. “Any one can keep school,” perhaps, but not every one can teach school any more than any one can become a capable painter, or an able engineer, or a skilled artist in any direction. To ignore native aptitude, and to depend wholly, or even chiefly, upon the knowledge and use of “methods,” is an error fatal to the best interests of education; and there can be no question that many schools are suffering frightfully from the malady of method, from ignoring or undervaluing this paramount qualification of the true teacher. But in urging the need of psychology in the preparation of the teacher there is no question of ignoring personal power, or of finding a substitute for personal magnetism. It is only a question of providing the best opportunities for the exercise of native capacity—for the fullest development and most fruitful application of endowments of heart and brain. Training and native outfit, culture and nature, are never opposed to each other. It is always a question, not of suppressing or superseding, but of cultivating native instinct, of training natural equipment to its ripest development and its richest use. A Pheidias does not despise learning the principles necessary to the mastery of his art, nor a Beethoven disregard the knowledge requisite for the complete technical skill through which he gives expression to his genius. In a sense it is true that the great artist is born, not made; but it is equally true that a scientific insight into the technics of his art helps to make him. And so it is with the artist teacher. The greater and more scientific his know-

ledge of human nature, the more ready and skilful will be his application of principles to varying circumstances, and the larger and more perfect will be the product of his artistic skill. Nature and nurture will make the perfect artist.

But the genius in education is as rare as the genius in other realms of activity. Education is, and forever will be, in the hands of ordinary men and women; and if psychology—as the basis of scientific insight into human nature—is of high value to the few who possess genius, it is indispensable to the many who have not genius. Fortunately for the human race, most persons though not “born” teachers, are endowed with some “genial impulse,” some native instinct and skill for education; for the cardinal requisite in this endowment is, after all, sympathy with human life and its aspirations.

We are all born to be educators, to be parents, as we are not born to be engineers, or sculptors, or musicians, or painters. Native capacity for education is therefore much more common than native capacity for any other calling. Were it not so human society would not hold together at all. But in most people this native sympathy is either dormant or blind and irregular in its action; it needs to be awakened, to be cultivated, and above all to be intelligently directed. The instinct to walk, to speak, and the like are imperious instincts, and yet they are not wholly left to “nature”; we do not assume that they will take care of themselves; we stimulate and guide, we supply them with proper conditions and material for their development. So it must be with this instinct, so common yet at present so comparatively ineffective, which lies at the heart of all educational efforts, the instinct to help others in their struggle for self-mastery and self-expression. The very fact that this instinct is so strong, and all but universal, and that the happiness of the individual and of the race so largely depends upon its development and intelligent guidance, gives greater force to the demand that its growth may be fostered by favorable conditions; and that it may be made certain and reasonable in its action, instead of being left blind and faltering, as it surely will be without rational cultivation.

To this it may be added that native endowment can work itself out in the best possible results only when it works under right conditions. Even if scientific insight were not a necessity for the true educator himself, it would still remain a necessity for others in order that they might not obstruct and possibly drive from the profession the teacher possessed of the inborn divine light, and restrict or paralyze the efforts of the teacher less richly endowed. It is the mediocre and the bungler who can most readily accommodate himself to the conditions imposed by ignorance and routine; it is the higher type of mind and heart which suffers most from its encounter with incapacity and ignorance. One of the greatest hindrances to true educational progress is the reluctance of the best class of minds to engage in educational work precisely because the general standard of ethical and psychological knowledge is so low that too often high ideals are belittled and efforts to realize them even vigorously opposed. The educational genius, the earnest teacher of any class, has little to expect from an indifference, or a stolidity, which is proof alike against the facts of experience and the teachings of science.

The second resource is EXPERIENCE. This again is necessary. Psychology is not a short and easy path that renders personal experience superfluous. The real question is: What kind of experience shall it be? It is in a way perfectly true that only by teaching can one become a teacher. But any and every sort of thing which passes for teaching or for “experience” will not make a teacher any more than simply sawing a bow across violin strings will make a violinist. It is a certain quality of practice, not mere practice, which produces the expert and the artist. Unless the practice is based upon rational principles, upon insight into facts and their meaning, “experience” simply fixes incorrect acts into wrong habits, forms a second nature without a trace of the vision and faculty divine of the true artist. Non scientific practice, even if it finally reaches sane and reasonable results—which is very unlikely—does so by unnecessarily long and circuitous routes; time and energy are wasted that might easily be saved by wise insight and direction at the outset.

The worst thing about empiricism in every department of human activity is that it leads to a blind observance of rule and routine. The mark of the empiric is that he is helpless in the face of new circumstances; the mark of the scientific worker is that he has power in grappling with the new and the untried; he is master of principles which he can effectively apply under novel conditions. The one is a slave of the past, and the other is a director of the future. This attachment to routine, this subservience to empiric

formula, always reacts into the character of the empiric ; he becomes hour by hour more and more a mere routinist and less and less an artist. Even that which he has once learned and applied with some interest and intelligence tends to become more and more mechanical, and its application more and more an unintelligent and unemotional procedure. It is never brightened and quickened by adaptation to new ends. The machine teacher, like the empiric in every profession, thus becomes a stupefying and corrupting or paralyzing influence in his surroundings ; he himself becomes a mere tradesman, and makes his school a mere machine shop ; he works with dumb rigidity towards a mere mechanical end.

The third resource is **AUTHORITATIVE INSTRUCTION IN METHODS AND DEVICES**. At present, the real opposition is not between native skill and experience on the one side, and psychological methods on the other ; it is rather between devices picked up no one knows how, methods inherited from a crude past, or else invented, *ad hoc*, by educational quackery—and methods which can be rationally justified—devices which are the natural fruit of knowing the mind's power and how it works and grows in assimilating its proper nutriment. The mere fact that there are so many methods and devices current, and constantly pressed upon the teacher as the acme of the educational experience of the past, or as the latest and best discovery in pedagogy, makes an absolute demand for some standard by which they may be tested. Only knowledge of the principles upon which all methods are based can free the teacher from dependence upon the educational nostrums which are recommended, like patent medicines, as panaceas for all educational ills. If a teacher is one fairly initiated into the real workings of the mind, if he realizes its normal aims and methods, false devices and schemes can have no attraction for him ; he will not swallow them as silly people swallow empiric's " pills ; " he will reject them as if by instinct. All new suggestions, new methods, he will submit to the infallible test of science ; and those which will further his work he can adopt and rationally apply, seeing clearly their place and bearings, and the conditions under which they can be most effectively employed. The difference between being overpowered and used by machinery and being able to use the machinery is precisely the difference between methods externally inculcated and methods freely adopted, because of insight into the psychological principles from which they spring.

Summing up, we may say that the teacher requires a sound knowledge of ethical and psychological principles—first, because such knowledge, besides its indirect value as forming logical habits of mind, is necessary to secure the full use of native skill ; secondly because it is necessary in order to attain a perfected experience with the least expenditure of time and energy ; and thirdly, in order that the educator may not be at the mercy of every sort of doctrine and device, but may have his own standard by which to test the many methods and expedients constantly urged upon him, selecting those which stand the test and rejecting those which do not, no matter by what authority or influence they may be supported.

J. A. McLELLAN,

Principal.

HAMILTON, 14th Jan. 1902.

APPENDIX L.—THE ONTARIO LIBRARY ASSOCIATION.

MINUTES OF PROCEEDINGS.

TORONTO, April 8th, 1901.

The first session of the first meeting of the Ontario Library Association was called to order this afternoon by Mr. Jas. Bain, jr., in the Examiners' Room of the Education Department.

Mr. Bain, in a brief introductory speech, referred to the origin of the Association. The Canadian delegates at the meeting of the American Library Association in Montreal last June had felt the advisability of taking some steps to organize those in Canada who were interested in library work, and this meeting was the outcome.

Moved by Mr. Lancefield, seconded by Mr. Blackwell, that the present provisional officers be confirmed till to-morrow. Carried.

The Secretary read the Constitution as drafted by Provisional Executive.

The delegates present signed the roll, and their names were read out

Constitution was then discussed as adopted with two changes:—

Ten members instead of twenty to call a special meeting.

Ten members instead of twenty to be a quorum for meeting.

The Constitution as a whole, with these two amendments, was adopted on motion of Messrs. Blackwell and Eakins

Mr. R. T. Lancefield, Hamilton Public Library, read his paper on "Modern Library Methods and Appliances for a Small Library."

Discussion followed by Messrs. Robertson, Blackwell, Hardy, Bain and Miss McCallum.

Mrs. Keller's paper on "The Character of Books for a Small Library" was read by Mr. M. L. Nutting, Secretary Uxbridge Public Library.

Discussion followed by Messrs. Bain, Horning, Robertson, Tytler, Nutting, Blackwell, Langton, and McWilliams.

A Nominating Committee of Messrs. Bain, Lancefield and Hardy was appointed.

Meeting closed about 5 p.m.

April 8, 1901.

The evening session was held in the theatre of the Education Department.

Mr. Bain occupied the chair.

Secretary read letters of regret from Hon. R. Harcourt and Hon. G. W. Ross regretting inability to be present, and letters from Mr. Henry J. Carr, of American Library Association, and Mr. Melvil Dewey, of New York State Library, expressing congratulation to the Ontario Library Association.

Mr. Bain gave the opening paper of the evening on "The Library Movement in Ontario."

Mr. John Millar, Deputy Minister of Education, in the absence of the Minister of Education, extended a hearty welcome to the association, expressing his deep sympathy with the movement and his hope that it would contribute to the best development of library work in Ontario.

Mr. Langton, of the University of Toronto Library, read a paper on "Canadian History"

Mrs. Harrison (Seranus) in place of a paper on Canadian Fiction read a paper on "The Influence of Scenery upon Character."

Mr. O. C. James, Deputy Minister of Agriculture, read a paper on "Canadian Poetry"

The meeting then adjourned.

Tuesday, April 9th, 1901

The third session opened this morning with President Bain in the chair.

The Nominating Committee presented their report, which was adopted.

The following were elected officers for 1901-1902:—

President, Jas. Bain, Jr., Esq., Public Library, Toronto.

First Vice President, H. H. Langton, B. A., University of Toronto Library, Toronto.

Second Vice President, R. J. Blackwell, Public Library, London.

Secretary, E. A. Hardy, B. A., Public Library, Lindsay.

Treasurer, Dr. A. B. MacCallum, Canadian Institute, Toronto.

Councillors: W. Tytler, B. A., Public Library, Guelph; R. T. Lancefield, Public Library, Hamilton; Avern Pardoe, Legislative Library, Toronto; Judge McDonald, Public Library, Brockville; Henry Robertson, Public Library, Collingwood.

Moved by Prof. Horning, seconded by Mr. Neilson, that a committee on Library Architecture be appointed by the Executive.—Carried.

Moved by Prof. Horning, seconded by Mr. Neilson, that a committee be appointed by the Executive to issue lists of books from time to time, to serve as guides to our libraries.—Carried.

Miss Budge's (Port Hope) paper on "The needs of the small Library" was read by the secretary.

Discussion followed by Miss McCallum, Miss Chown, and Messrs. Brown, Stee Bain and Tytler.

Mr. Neilson (Ayr) raised the question as to a Board's action in regard to persons suffering from infectious diseases, especially consumption. Should they be forbidden the reading room?

In reply Mr. Bain said that while the Toronto Board took every precaution regarding books known to be in places of infectious disease. The result of the investigations of the American and British Library Associations went to prove that the transmission of disease by library books was almost unknown.

Mr. Blackwell said that there could be no legal restriction upon consumptives visiting the rooms.

Mr. Hardy read his paper on "An outline programme of the work of the Ontario Library Association."

Discussion followed, largely shared in

Moved by Mr. Blackwell, seconded by Mr. Neilson, that the government be asked to publish as a government pamphlet the full proceedings of the Association.

Moved in amendment by Mr. Tytler, seconded by Mr. Robertson, that the publication of the papers be left with the Executive Committee.—Amendment Carried.

Mr. Bain took occasion to speak of the value of files of papers and of sets of periodicals and of the great utility of Poole's Index and the Abridged Index.

Mr. Burton (Hamilton) supported Mr. Bain, speaking of value of newspaper files from a legal point of view. Mr. Burton assured the Association of the hearty co-operation of Hamilton.

Prof. MacCallum (Canadian Institute) read his paper on "Travelling Libraries." The paper was discussed by Messrs. Lancefield, Deputy Minister Millar, Tytler, Brown, Steele, and Miss McCallum.

Mr. A. H. Gibbard's paper (Whitby) on "The Library and the School," was read by Mr. Brown of Whitby Public Library.

Moved by Mr. Langton, seconded by Mr. Robertson, that the thanks of the Ontario Library Association be tendered to the Minister of Education and the Deputy Minister for their sympathy and co-operation with the Association.—Carried.

Moved by Secretary Hardy, seconded by Mr. Robertson, that this Association express its thanks to Mrs. Harrison and Mr. C. C. James for their papers last evening.

Moved by Mr. Robertson, seconded by Prof. McLaughlin, that a special committee consisting of president, secretary and Mr. Lancefield be appointed to take into consideration the question of a better classification of books with a view to securing a greater uniformity than now exists, said committee to report at the next annual meeting of this Association.—Carried.

The president then declared the first convention of the Ontario Library Association closed.

APPENDIX M—REPORT ON PUBLIC LIBRARIES VISITED BY DR. S. P. MAY IN NEW YORK, PHILADELPHIA AND BUFFALO.

NEW YORK.—The City of New York has a large number of Free Circulating Libraries. In addition there is a library in every public school; the School Board has the management and expenditure of the revenues received for school libraries from the State and City of New York. The books for school libraries are selected from lists prepared by the Borough Boards of Superintendents. These lists are submitted to the City Superintendent of Schools, and certified by him to the State Superintendent of Public Instruction.

The lists of books include reference books, supplementary reading books (books that cultivate a taste for good reading) and books relating to branches of study pursued in the schools; also books especially designated as aids to teachers. Books not needed for reference may be circulated among the teachers and pupils for home reading. No pupil is allowed to take more than one book at a time, which cannot be retained for a period longer than one week.

School libraries are open to teachers during school hours and open to pupils twice a week.

When a school library has over 500 volumes the Board of Education may appoint a librarian at such salary as the Board may deem expedient.

It is also the duty of the Committee on Libraries to make rules to extend the use and benefit of the Travelling Libraries of the Free Libraries of the several boroughs.

The Superintendent informed me that the grant voted by the city for school libraries this year is \$25,000.

Strenuous efforts are being made to combine all free circulating libraries under one central administration. A plot of ground valued at \$3,000,000 has been set apart for the Public Library, and a building is to be erected at the cost of three quarters of a million dollars.

I had not time to visit all the Free Libraries, but on the recommendation of the City Superintendent of Education visited the libraries of the Aquilar Free Library Society. This society has four Free Libraries and twenty-six Travelling Libraries. The expenditure in 1900 was \$63,147.52; appropriation from the City of New York, \$38,041.67; received for fines and sales of library lists, \$1,034.39; total revenue \$71,296.39; number of books in libraries, 76,530. The proportion of fiction loaned was 64 per cent. for the four Libraries, and 70 per cent. for the Travelling Libraries.

The amount paid for salaries in 1900 was \$18,753.

They have a Children's Department, which, they say, is very successful, and proved a great boon, encouraging children to respect books, and directing their attention to the best books for them to read. They co-operate with the public schools; in fact, all the branch libraries (with the exception of four) are sent to public schools.

They have recently introduced the open-shelf system, by which readers are allowed to select their books from the shelves. The chief librarian reports that the results so far are satisfactory, and that the comparative loss due to the disappearance of books is slight in comparison to the advantages for readers, as heretofore they had to wait in line to be served, and they would often be disappointed at not finding the book they desired.

PHILADELPHIA.—The Central Free Library is in a rented building on 12th and Chestnut Streets; they are very much cramped for room, and the board is agitating to get a building erected. The people recently showed by vote that they are ready to give a million dollars for that purpose.

There are 15 Branch Libraries, and 95 Travelling Libraries, equipped with 234,221 volumes.

The total number of volumes circulated was :

General Works.....	11,539
Philosophy	9,383
Religious	14,023
Sociology	74,490
Philology	3,261
Natural Science	30,582
Useful Arts	19,851
Fine Arts.....	24,631
Literature.....	101,343
History	54,310
Travels	42,936
Biography.....	45,702
Fiction	1,394,568
	<hr/>
	1,826,637

The total volumes issued represented :

Free Library and 15 Branches	1,798,235
Department for the Blind	2,326
95 Travelling Libraries	26,076
	<hr/>
Total	1,826,637

The proportion of works of Fiction issued was over 76 per cent.

Receipts for 1900, \$176,674.93. The expenditure for the year was \$167,422.40, which included \$66,857.35 for salaries, and \$47,332.44 for books. In addition two

gentlemen contributed \$31,350.00 for books, making the total amount paid for books in 1900 \$78,682.44. They received \$2,596.47 for fines, etc.

BUFFALO PUBLIC LIBRARY.—The expenditure of this Library is more than double the Legislative Grant for over 400 Libraries in Ontario. The expenditure in 1900 was \$90,557.39. The grant from the City is four fifths of one hundredth of one per cent. of the assessed valuation, amounting in 1900 to \$78,615.88.

The Library contains 165,960 books. The percentage of circulation for 1900 was as follows:—

Magazines.....	.013
Philosophy .....	.008
Religion .....	.009
Sociology .....	.014
Philology .....	.001
Science .....	.036
Useful Arts .....	.019
Fine Arts.....	.016
Literature .....	.096
History.....	.055
Travels .....	.037
Biography.....	.025
Fiction .....	.671
	<hr/>
	1,000

The Superintendent in his Report says "The fiction percentage, 67 per cent., is a slight decrease from the year before. Any figure between 65 and 70 per cent. is considered normal."

They have a staff of 81 persons whose salaries amounted to \$42,092.29.

Schoolroom Libraries.—They have an excellent system of Classroom Libraries in Public Schools; thirty schools are supplied with 459 separate Classroom Libraries, containing 20,346 books. These libraries are giving great satisfaction. The principal of one of the schools says, "The moral tone of this district has been changed for the better since his school has had books from the Public Library."

Travelling Libraries.—They have 108 Travelling Libraries, containing 3,131 volumes, which were sent to High Schools, Literary Clubs, Fire and Police Departments, etc.

Open Shelf Department.—Persons are allowed to select their own books in this department; it involves increased labor and expense for extra assistants.

They are very strict in the management of the Library; the fines amounted to \$2,840.65 in 1900.

REMARKS—It is gratifying to state that the Public Libraries in Ontario are conducted at much less cost than the Libraries in the United States. For example, on the 1st January, 1900:

New York.—4 Libraries and 26 Travelling Libraries loaned 672,103 books. Expenditure, \$63,147.52

Philadelphia—16 Libraries and 95 Travelling Libraries loaned 1,826,637 books. Expenditure, \$167,422.40.

Buffalo.—1 Library, 30 School Libraries and 108 Travelling libraries loaned 981,235 books. Expenditure, \$90,557.39.

This shows that 280 Libraries, viz, 21 Libraries, 30 School Libraries and 229 Travelling Libraries issued 3,479,975 books. Total expenditure, \$321,127.31.

Ontario—371 libraries loaned 2,043,904 volumes.

Open-Shelf System.—This would not be successful in Ontario; it would require too many assistants, and I am pleased to say that in nearly all our libraries the public are not allowed access to the shelves. It will be noticed that in Buffalo they have 81 employees, salaries \$42,092.29.

Fiction—The proportion of fiction issued in the United States is much higher than in Ontario.

Children's libraries in free libraries, and school libraries, cannot be too much commended; when inspecting libraries I always try to impress upon the officials the necessity

of encouraging the young to read books that will give them information which will be useful to them in after life, and give them a kind of post graduate education after leaving school.

Fines—The libraries in the United States are stringent in their rules for return of books, and derive quite a revenue from fines. In Ontario this rule could be enforced in free libraries, but in libraries subscribed for by members it is impracticable, as the enforcement of fines would induce members to withdraw their support.

Missing Books.—The rule in the United States free libraries is for the loser to pay the price of the missing book. In some of our free libraries, in addition of the cost of replacing book, the authorities demand the amount forfeited for fines; so that a person who has neglected paying for a missing book may have to pay \$2 00 or \$3 00 for a dollar book. I do not think that this could be legally enforced, and have advised boards where the matter has been discussed to charge for the missing book only.

APPENDIX N.—REPORT ON ART SCHOOLS, DRAWING IN PUBLIC SCHOOLS, ETC., VISITED BY DR. S. P. MAY, IN NEW YORK, PHILADELPHIA, AND BUFFALO.

NEW YORK—The Cooper Union for the Advancement of Science and Art is one of the grandest institutions on this Continent. It has an endowment of \$60,000 per annum, but the expenditure cannot be reduced below \$70,000 per annum, the deficit being made up at the end of the current year by the Trustees. During the year 1900 \$40,000 was contributed to the endowment fund. Ultimately the income of the trust fund, created by the children and grandchildren of Peter Cooper, will supply all deficiencies. Revenue, for 1900, \$104,282 96

They have an excellent museum, reading room, library, etc., and free day and evening classes in Science and Art. I shall only refer to the Art classes.

The Cooper Union was intended by the founder for the education of young people who are engaged in earning their livelihood during the day. It is planned to supplement the education given in the Public and High Schools.

The conditions for admission to the night classes require a knowledge of such branches as may be studied in the night schools of the Board of Education, and for admission to the day classes the graduating diploma of one of the High Schools is a sufficient qualification.

Free Night Schools of Art.—The term commences in September and ends in May. Applicants must be at least 15 years of age. Applications last term, 2,977. Admitted, 2,184.

Subjects Taught.

Rudimentary drawing for beginners in freehand drawing from models.

Form drawing—freehand in bas-relief, etc.

Cast drawing—drawing from the antique.

Decorative designing—designs for paperhangings, fresco work, textile fabrics etc.

Ornamental drawing—drawing from copies of ornamental form.

Modelling in clay—for workers in relief decoration in terra-cotta, marble, etc.

Architectural drawing.

Mechanical drawing.

Perspective drawing.

Free Art School for Women.—The term commences October and ends in May. Applicants must be at least 16 years of age. Applicants last term 474. Admitted 295.

SUBJECTS TAUGHT.

Art Classes.

Elementary drawing from casts.

Drawing from the antique.

Life drawing.

Oil painting—Two years course.

Modelling in clay.

Industrial classes.

Industrial classes.

Classes in design—Two or three years course.

Classes in decorative composition,—Two years course.

Illustrating class.

Retouching of positives.

Water colors, crayons, etc.

Porcelain painting from life.

Pastel and mural painting from life.

The museum is an important adjunct in connection with teaching Industrial and Decorative Art. Representatives of various trades in connection with the Arts also have the privilege of using the museum. The Museum contains a large collection of celebrated European decorations of the various styles of past centuries, a large number of Encyclopaedic Scrap books, Reference books, Illustrated books, Photographs, Reproduction of Prints in the British and Berlin museums, etc. The Museum is used as a sort of atelier for pupils and the public under the supervision of teachers. The Trustees have recently been informed that Mr. J. Pierpont Morgan has contributed to the museum three of the most valuable collections of textile fabrics to be found in Europe. They say that Decorators and Designers frequently work up some plan, or scheme, inspired by the museum, and sometimes designers accompany patrons to the museum to consult with them on the style of decorations for their houses, costumes, etc.

The Trustees have arranged for an advanced day course in Decorative Art in connection with the Art Museum for students who already have some knowledge of the orders of architecture, and can draw from the cast, etc.

In all the classes of the Art Department pupils furnish their own material, instruments, etc., but tuition is free.

PHILADELPHIA.—SCHOOL OF DESIGN FOR WOMEN.—This is the oldest and largest institution of its kind in the United States. It was founded in 1844 by Mrs. Sarah Peter, wife of the British Consul at Philadelphia. It was incorporated in 1853, is the pioneer school for teaching Industrial Art in the United States and antedates the incorporation of the South Kensington School in London, England.

The Trustees own a magnificent building on the corner of Broad and Master Streets, which cost over \$100,000. They have sixteen class rooms and studios, large lecture room, library, and museum, which contains oil and water color paintings, engravings, works of art, models of statuary, photographs, studies in architecture, ornamental and practical designs, and a large collection of examples of oriental art.

The primary intention of the founder was to give women a thorough and systematic instruction in practical designing as applied to manufactures. This object has been broadened and now includes all branches of study which have a business value.

The courses of study are as follows :—

Class A.—Normal Art Course for training teachers.

First year.—Charcoal drawing from geometrical solids, with applied perspective. Lead-pencil drawing from flowers, foliage, etc. Drawing from still life; brush drawing in sepia from casts and still life, etc; memory drawing; time sketches; applied perspective; design.

Second year.—Antique, modelling, water color, antique and still life in oil.

Third and Fourth years —Life class, modelling, water color, still life in oil.

Class B.—Theoretical and technical design. (To enter this class a good drawing must be submitted.)

The course of study (two years) includes instruction in the historic styles and principles of ornament, conventional analysis of plants and original designs applied to all the industrial arts. Technical methods employed in weaving textile fabrics are studied. The pupils of this class visit the mills of some of the prominent manufacturers and thus obtain a practical knowledge of the application of designs.

Special classes in the following subjects are also conducted :—1. Landscape. 2. Composition, etching. 3. Antique, portrait, anatomy, composition. 4. Life class. 5. Modelling from casts and life. 6. Still life and flowers in oil. 7. Water colors. 8. Illustrations.

Terms of tuition :—

Normal Art Course—first year.....	\$20.00 per term.
Normal Art Course—succeeding years.....	25.00 “
Special Classes.....	25 00 “

There are two school terms in each year.

Fellowships and diplomas are conferred, and through the liberality of two gentlemen two European fellowships are conferred for proficiency in the designing classes, giving the fortunate students a year's study in the great Art Schools and Galleries of London, Paris and other European cities.

SPRING GARDEN INSTITUTE.—Although not the largest, this Institute claims to be the first Technical School in the United States. It was established in 1851, when they borrowed \$5,000 from the Young Man's Institution to erect a building on a plot of ground presented to them so that they might open a night school in drawing for men and boys. They succeeded admirably for several years, but the Civil War interfered with the progress of night schools. After the Exhibition of 1876 the managers went to work with renewed energy. At that time (1878) the only similar schools in Philadelphia were those of the Franklin Institute, the Academy of Fine Arts, and the School of Design for Women (the latter was open only to women in the day time.) The Franklin Institute was the only other Institution that had night classes. The Academy of Fine Arts was a practice school for those who had already learned to draw. After 1878 they had a struggling existence until recently, when they received a bequest of \$220,000. At the present time they have a well equipped building for teaching three departments, viz : Fine arts, mechanical handiwork, and electrical classes. This school has been a pioneer in Fine Arts in Philadelphia ; they also claim to have organized the first manual training school, also the first school for plumbers, and assisted in the formation of other institutions, including the Drexel Institute.

Fine Art Department—The Fine Art Department affords instruction in drawing and painting in all its branches for pupils to become draughtsmen, architects, designers, artists or teachers of drawing.

Day Classes.—The course is for three years. Grade certificates are issued at the end of each year. The full certificate for art teachers cannot be granted without three years' study. The following subjects are taught in the day classes :—

Mechanical drawing, freehand drawing from object, cast and life, designing, china painting, oil and water color painting.

Fee for term from September to June, five days per week, \$20 00.

Night Classes.—Mechanical drawing, freehand drawing, designing, architectural drawing, life classes, geometry and perspective. Boys are trained at night for lithographic work, pen-and-ink sketching, painting, etc., and the fees are merely nominal, \$5.00 per term of six months. Geometry and perspective are taught free. They have accommodation for 600 pupils.

The school is well equipped with casts, examples for drawing, library, etc.

DREXEL INSTITUTE.—Drexel Institute was founded in 1891 by Anthony J. Drexel for the improvement of industrial education for young men and young women.

The founder's gifts to the institution amount to three millions of dollars. One million was expended upon the buildings and equipments, and two millions reserved as an endowment fund. It is a magnificent building ; the exterior is grand, and the interior, with its great court 65 feet square, the entire height of the building, with its double marble stairway, gilt candelabras, supported by marble pedestals, fitted with electric lamps, is very handsome. The auditorium is capable of seating 1,500 persons for the free entertainments, lectures and concerts. The museum contains specimens in every department of industrial art, contributed from time to time by wealthy men. The decorative arts of Europe, China, Japan, Egypt and India are well represented. It is on a smaller scale, but a facsimile of the museum at South Kensington.

The Library and Reading Room is 120 feet long by 60 feet wide, contains about 27,000 volumes, and all the leading European and American periodicals relating to Art, Science and Technology.

The Lecture Hall has seats for 300 students, and is equipped with all modern appliances for scientific experiments.

Departments —There are 18 departments with 72 Professors and Directors. I shall refer only to the Fine Arts and Drawing Courses.

Department of Fine and Applied Art —The department is organized as follows :—

1. *School of Illustration* —Life class, draped and costumed model, water-color class. Five scholarships are offered to those who have attended lessons for two years in this department. Fees, \$25.00 per term.

2. *School of Drawing, Painting and Modelling.*—There are four classes in this department, and it is expected that students will accomplish the work of each class in one year. Requirements for admission—First Class : applications must be approved by the Director. Second Class : a drawing from a plaster mask or fragment of a figure. Third Class : one or more drawings made from the cast and other objects. Fourth Class : applicants are required to submit specimens of work from the antique or from life. Fees—First and Second Classes, \$12.00 per term. Third and Fourth Classes, \$15.00 per term.

3. *Special Courses—Course in Clay Modelling* —This course includes decorative sculpture also artistic training for artisans and designers in silver, bronze, iron, etc., in which modelled ornament is applicable. Fees, \$15 00 per term.

Course in Wood Carving.—A practical course in wood carving and its application to the various forms of industrial production, including ornaments, panels, enrichments for furniture, architectural decoration, etc. For admission to this course applicants have to be proficient in freehand drawing and elementary clay modelling. Fees, \$15.00 per term.

Course in Design and Decoration —This course is intended for the training of professional designers, and occupies three years. It provides instruction in the principles of historic ornament and decorative design, and on the technical methods of their application to wall-paper, textiles, woodwork, metal, furniture, etc. Fees, \$15.00 per term.

Graduate Courses —In these courses practical instruction is given in the studios and workshops, and designs are carried out by the students. Fee, \$20.00 per term.

SCHOOL OF INDUSTRIAL ART OF THE PENNSYLVANIA MUSEUM.—The Pennsylvania Museum and School of Industrial Art was incorporated in 1876, with a special view of the development of the Art Industries of the State, to provide instruction in drawing, painting, modelling, designing, etc., through practical schools, special libraries, lectures and museums. The sum of \$25,000.00 was subscribed to make purchases at the Centennial Exhibition, and the major part of the collection of the products and manufactures of British India, shown at the Exhibition, was presented to the Museum by the British Government at the close of the Exhibition.

The Museum has grown by purchase, gifts, and bequests, so that it now possesses upwards of 10,000 objects. The Museum is visited by about 400,000 persons a year.

They have a magnificent building at the corner of Broad and Pine Streets, erected in 1893, which they claim is the most spacious establishment in America devoted to the uses of a School of Art.

The school of applied arts is divided into the following departments: drawing, applied design, decorative painting, decorative sculpture, normal instruction, woodwork and carving, illustration, architectural design and textile design, and manufactures

Evening classes are given in freehand drawing, decorative painting, modelling, carving, and applied design.

On Saturdays classes are in session in all branches of Art as pursued in the regular day classes of the institution.

Entrance Examinations.—Pupils are admitted to any of the regular courses in the Art School on passing an examination in drawing from the cast and English composition.

Free scholarships are provided by the State in addition to five City scholarships.

The subjects of study are of a practical character; for example, in the industrial drawing course, freehand work is divided into 11 subjects, and industrial work has four subjects; decorative painting and applied design has exercises in seven classes; decorative sculpture includes original designs, wood carving, etc.; water color painting, 6 classes; course in illustrating, 12 classes; classes for architectural draughtsmen, 12 subjects; classes for young men intending to become builders, head carpenters, mechanics, etc., 6 subjects; course on interior decoration, 11 subjects; teachers' course, 7 subjects; normal art course, 6 subjects.

Junior Department.—Children's classes for instruction in drawing, painting and modelling, are held three times a week.

Fees.—Day classes, \$60 00 per annum, or \$10 00 per month; evening classes, \$12.00 a year, or \$2 50 per month; Saturday classes, \$10 00 a year, or \$2.00 per month; life classes, \$3 00 per month.

Money Prizes offered in addition to Scholarships—Architectural design, \$25.00; pen and ink drawing, \$25.00; work determined by the Jury of Awards, \$25 00; industrial drawing, \$25.00; original design, three prizes of \$10 00 each; best work in drawing, \$20 00; best work in modelling, \$20.00

BUFFALO ART SCHOOL—The Art Students of Buffalo was incorporated in 1894, to establish a school for teaching the various branches of Fine Arts.

1. *Sources of Support*—The school is not endowed. It is maintained from students' fees, members' subscriptions, and an annual allowance from the Fine Arts Academy.

2. *Subjects Taught*—(a) *Elementary Children's Class.*—The children's Saturday afternoon class is very popular. Pupils are taught entirely from objects, no copying being allowed; age limit, 14 years; fees, \$1.25 per month, \$9 00 per annum. (b) *Children's Class Antique.*—Saturday morning, open only for children promoted from the Saturday afternoon classes. Fees, \$1 50 per month, \$10.00 per annum. (c) *Public School Teachers' Class.*—Saturday morning's to give teachers assistance in their work in the public schools. Fees, \$2 00 per month, \$14.00 per annum. (d) *Life Classes.*—Drawing and painting from the nude. Women's classes daily, men's classes four days a week. Morning classes \$7.00 per month, \$50.00 per annum; afternoon classes, \$5.00 per month, \$35.00 per annum. (e) *Painting from the Draped Model.*—Drawing and painting from the costumed model daily. Fees, \$7.00 per month, \$50.00 per annum. (f) *Painting from Still Life.*—Oil and water colors daily. Fees \$5.00 per month, \$35.00 per annum. (g) *Antique Drawing from the Cast.*—Elementary and advanced, daily. Fees, mornings, \$5 00 per month, \$35.00 per annum; afternoons, \$5.00 per month, \$35 00 per annum; evenings, \$2.50 per month, \$17.00 per annum. (h) *Design*—Daily, afternoon or evening. \$5 00 per month, \$35 00 per annum. (i) *Clay modelling.*—From cast, ornament, and plant form and life, daily. \$5.00 per month, \$35 00 per annum. (j) *Mechanical Drawing.*—Afternoon or evening. \$5.00 per month, \$35.00 per annum.

In addition they have a composition class in connection with life and design classes, and a sketch class from draped model, free to students in other classes.

3. *Privileges of Students.*—(a) *Scholarships*—Four scholarships are given annually by the League to the public schools and one to the Women's Union.

The Art Students' League, of New York, and Pratt Institute, Brooklyn, award a scholarship yearly, and the Buffalo Society of Artists confers a scholarship yearly.

Scholarships of four months' free tuition are also given to the best students in the antique, design and women's life classes.

(b) *Prizes.*—Mr. Philip Sherwood Smith has offered prizes, varying from \$15.00 to \$50.00 for the best work done in the life and costume classes, also landscape and machinery drawing, designing, modelling, wood carving, etc., aggregating \$600 00.

(c) *Other Privileges.*—The students are allowed to work in the Gallery of the Fine Arts Academy, and have the use of the Art Library of the Buffalo Society of Artists and free admissions to their exhibitions.

4. *Number of Students*—The roll shows 227 students (including two from Canada) for the term ending 1st July, 1901.

REMARKS—Drawing is taught in all Public Schools in New York, Philadelphia and Buffalo. In some of the Boroughs, Schedules of Exercises for each week are prepared, embracing seven years studies.

In the first three years three hours per week are arranged for color, design, construction work, drawing and modelling. Brush work in water color is not required until the third year, though offered as an option in the lower grades.

For the classes of the last four years, the schedule is arranged to give two periods of 60 minutes each per week to drawing, design, etc., which includes object drawing, design, historic ornament, mechanical drawing, inventional geometry and picture study.

After seven years study in drawing in the public schools, those who wish to become teachers have to study drawing two years in high schools, and two years in normal or training schools.

All teachers must pass an examination in drawing.

Directors of Drawing are appointed by the Board of Education, but no person is eligible for election as a director of drawing who is not (1) a graduate of a college or university, (2) a graduate from a course of professional training in drawing of at least two years, and three years successful experience as a teacher of drawing. The Directors of special branches, drawing, etc., act as advisors to the Board of Superintendents.

Special teachers of drawing may be appointed by the board of superintendents on the recommendation of directors of drawing.

The system adopted for drawing in public schools is excellent; the pupils are first taught drawing from the blackboard, no drawing books are used, their work is done on Manilla paper for all grades of drawing, white paper for brush work in colors, and gray paper for work in charcoal or colored chalk.

The work done in the Art Schools is all of a practical character. Freehand drawing and shading from the flat is not taught from copies, same as in our Art Schools, and I strongly recommend that the Minister have these subjects revised in the programme prescribed for the Art Schools, etc. of Ontario.

APPENDIX O.—MACDONALD MANUAL TRAINING SCHOOLS.

REPORT OF THE DIRECTOR.

Hon. Richard Harcourt, M. A., K. C., M.P.P., Minister of Education.

SIR,—I have the honour to submit to you my first annual report on the work that has been carried on in the Macdonald Manual Training Schools, in the Province of Ontario, during the past year.

Centres have been opened in three cities of the Province — Brockville, Ottawa, and Toronto, in the order named and the growth and development in each has been gratifying and encouraging. The first Centre opened in the Dominion of Canada under the fund was that at Brockville, on Tuesday April 3rd 1901. On January 19th 1901 this School was formally opened by Their Excellencies The Governor General and The Countess of Minto, and Hon. Richard Harcourt Minister of Education for Ontario.

Centres for Manual Training have been opened in Ottawa as follows:—

Nov. 5th.	Elgin Street.
	Archibald Street.
Jan. 7th.	George Street.
Jan. 23rd.	Model School.
	Cambridge Street.
	Creighton Street. (in preparation)

The Ottawa Schools were opened by The Governor General and the Countess of Minto on Saturday October 27th.

Centres have been opened in Toronto up to the present date as under:—

March 25th.	Ryerson School.
April 15th.	Wellesley School.
Sept. 9th.	Dufferin School.
Sept. 16th.	Given St. School.

Accommodation is now provided in the Province for boys in Public Schools as follows:—

Brockville. 30 boys per session, giving a total of 300 per week.

Ottawa, 160 boys per session, giving a total of 1,600 per week.

Toronto, 100 boys per session, giving a total of 1000 per week.

In this way 290 boys may be accommodated every school session, and 2900 every school week.

Up to July 31st the schools have been opened 1467 times and 32965 attendances have been made.

The manner in which the boys have taken to the subject, and the support the movement has received from the teachers, the parents, and the press shows that it has filled a gap in the Educational system of the Province, and only needs official recognition and encouragement by a Departmental grant to become general throughout the Province.

Classes for the training of teachers have been opened in the three Cities as specified below:—

July 17th, 1900 — A holiday course at Brockville attended by eight teachers. This course continued until August 16th.

Nov. 20 h, 1900.— A class in Cardboard Modelling opened for the Brockville teachers. The subject was taken by eight teachers and the class opened since the Summer Vacation of 1901 is attended by twenty-four students.

Jan. 19th, 1901.— Manual Training Classes in woodwork opened in Ottawa, attended by ninety teachers. These classes are useful as they give the teachers an idea of the underlying principles and show them how Manual Training may be co-related with other school studies and have proved very helpful to the work.

Feb 20th, 1901.— Classes for Ottawa Normal Students. Eight hours training per week were given. As the term is short and the work great the students had to devote their private time to the subject. It would aid the work greatly throughout the Province if Manual Training could be made an obligatory subject in all the Normal Schools of the Province as is done in Nova Scotia. Four of these students are now employed under the fund.

April 25th, 1901.—A class in Cardboard Modelling commenced for teachers in Public Schools. This class was attended by eighty students, and as the numbers have increased another class has been opened. The scheme consists of fifty models, and was drawn up in response to requests from teachers and parents that something should be done for the younger girls and boys. The Ottawa School Board has adopted the scheme, and it is hoped that early in the New Year it will be in operation in all the schools, and taught by the grade teachers.

July 2nd, 1901.—A holiday course was held in Ottawa during the month of July. Eighty teachers took the course, and displayed much interest in the work.

September 19th, 1901.—Classes for teachers commenced in Toronto. One hundred teachers are now in attendance and accommodation is being provided for forty others.

As there promises to be a demand for properly qualified teachers, a training course lasting for a period of six months, will be held in Ottawa commencing January next. The syllabus of this course has already been sent to you.

Qualified teachers are now employed by the fund as follows:—Brockville, 9; Ottawa 9; Toronto, 4.

In accordance with the suggestion made by you, I beg to call your attention to the following pages and sections, relating to Manual Training, in the Nova Scotia Manual of School Law, 1901.—

Page 20, s. 71; Page 49, amended Act; Page 79, s. 53, c. and d; Page 84, ss. 73 to 81; Page 137, s. 185; Page 141, s. 207; Page 147, ss. 7, 8.

Dr. Glashan, the Public School Inspector of the City of Ottawa, has made the following report:—

"Instruction in Manual Training has now been given for more than a year in all the Public Schools of the City of Ottawa, and time has thus been allowed for dispelling the glamour that to many minds invests every new subject of education claiming to be "practical" with a charm of undefined and unlimited possibilities and merits, while it has afforded opportunity for overcoming the unfavourable prejudices of others against the unknown and the untried, and has enabled all to form an unbiased judgment from experience. That this judgment is favourable to Manual Training need hardly be said. Parents, teachers and pupils are all in favor of the subject—parents, because they find that it has given to their children a new interest in study, and has added zest to their school life; teachers, because they find that Manual Training is not a mere training in dexterity and development of manual skill, but a training in forming clear and distinct concepts and images of the subjects of their thoughts, and thus prepares the pupils for the better understanding of what they hear and what they read, and consequently for the

better comprehension of their lessons in arithmetic, grammar, geography, and history ; pupils, because it is a change from continual study through verbal description, and because it brings them the welcome relief of the direct and immediate study of objects. That the teachers on the Ottawa Public School staff highly appreciate the educational value of Manual Training is proved by the fact that they have themselves taken a course of instruction in that subject. They recognize that such a course is necessary to the full rounding out of their professional training, for it is at once the complement of the other school studies, and the continuation and rational development of the work of the Kindergarten. Science, which is simply organized knowledge, begins with qualitative observations and experiments, and becomes exact in proportion as it advances to quantitative determinations, in proportion as it admits of and submits to measurement. In the Kindergarten we have the qualitative stage ; in the Manual Training classes we have the distinct recognition that knowledge of the world of real things and of their relations to be exact must be definite, determinate, measured. The present age has been called the age of Science ; if our systems of education are to be suited to the age, and to its ideals and demands, they must recognize and give due prominence to training in science and its methods. What Kindergarten work is to our primary classes, what the laboratory work is to our High Schools and Colleges, that Manual Training is in our Public Schools, and its importance is measured by the fact that it reaches all pupils, while the Kindergarten, the High School, and the University reach only a few."

Mr. J. L. Hughes, Public School Inspector for the City of Toronto, reports as follows :—

"I have pleasure in stating that the work of Manual Training in Toronto Public Schools opened through the kindness of Professor James W. Robertson—representing Sir William Macdonald—is giving entire satisfaction.

"We have Manual Training rooms in connection with four of our schools—Wellesley School, Ryerson School, Dufferin School, and Givens Street School. Ten classes each week are conducted in each, except in Wellesley School, in which there are nine classes. Altogether 780 boys receive instruction in Manual Training each week. The boys have shown a deep interest in the work, and are making satisfactory progress. I am glad to be able to report that the teachers in our schools are enthusiastic in their attitude towards the work of Manual Training. In response to the kind offer of Professor Robertson to provide instruction for eighty teachers, I received applications from one hundred and thirty teachers.

"The teachers' classes promise to be of great service in revealing to the teachers both the practical and educational value of Manual Training."

Knowing the great interest you take in the extension of practical instruction, it may not be thought presumption on my part to offer suggestions that would perhaps make for its extension throughout the Province :

1. That a grant from the Department should be awarded to every school taking an approved course of Manual Training. This grant should be so much per attendance per child.

2. That a properly qualified Inspector should be appointed by the Department. His duties might be,—

- (a) to draw up a series of regulations for your approval, to which all schools would be required to conform in order to secure official recognition ;
- (b) to examine and approve (or otherwise) all schemes of Manual Training, proposed for adoption in any Public or High School in the Province ;
- (c) to inspect all schools and report as to :
 - 1. observance of regulations,
 - 2. quality of the teaching, and
 - 3. sufficiency of equipment; and
- (d) to confer with and advise School Boards contemplating the introduction of Manual Training into its Schools.

I have the honour to be, Sir,

Your obedient servant,

ALBERT H. LEAKE,

Director of Macdonald Manual Training Schools for Ontario.

OTTAWA, 2nd December, 1901.

APPENDIX P.—SCHOOL OF PRACTICAL SCIENCE; UNIVERSITY OF TORONTO; UNIVERSITY COLLEGE.

1 ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE.

To the Hon. R. Harcourt, M.A., M.P.P., Minister of Education.

SIR,—I have the honour to submit the annual report of the School of Practical Science for the year 1901.

The calendar year not being contemporaneous with the academic year, this report will cover the second term of the academic year, 1900-1901, and the first term of the academic year, 1901-1902, except when otherwise stated.

The number of students in attendance at the school was as follows :

School of Science Students.

Taking full courses.	2nd Term, Session 1900-01.	1st Term, Session 1901-02.
I Year	109	147
II Year	58	81
III Year	33	45
IV Year	21	15
Taking partial courses.....	3	2
	224	290

University Students.

	2nd Term, Session 1900-01.	1st Term, Session 1901-02.
Arts	23	27

The students of the School of Practical Science taking full courses are required to take University lectures in Mathematics and Physics.

The attendance at these lectures was as follows :

	2nd Term, Session 1900 01.	1st Term, Session 1901-02.
Mathematics.....	166	227
Physics	187	178

The fees paid by the students of the School of Practical Science for the academic year 1900 01 were \$15,381.00

Of the above amount \$2 066 were paid to the Bursar of the University of Toronto under the authority of an Order-in-Council dated June 20th, 1901, \$958.50 to the Examiners of the School for the session 1900 01 under the authority of an Order-in-Council dated Feb. 3rd, 1899, and the remainder \$12,356 50 to the Hon. the Provincial Treasurer.

The number of regular students who presented themselves for examination at the annual examinations of the academic year 1900 01 was one hundred and eighty seven. Of these one hundred and fifty-one passed.

Two candidates for special certificates passed the final examinations.

The number of graduates was thirty-three. The total number of graduates is three hundred and three.

The following statement shows the geographical distribution of the graduates now living :

	Number.	Percentages.
Canada	220	75
United States.....	65	22
Other Countries.....	9	3
	294	100

The number of graduates who proceeded to the degree of B. A. Sc. at the University examinations of 1901 was twenty. The total number of graduates who have received the degree of B. A. Sc. is ninety-three.

Two graduates proceeded to the degree of C. E. in the University of Toronto. The total number of graduates who have received this degree is eighteen.

One graduate proceeded to the degree of M.E. (Mechanical Engineer) in the University of Toronto. The number of graduates who have received this degree is two.

Two graduates have received the degree of M.E. (Mining Engineer), and one has received the degree of E. E. in the University of Toronto.

The regular courses in the school are :

- 1. Civil Engineering (including Sanitary Engineering.)
- 2. Mining Engineering
- 3. Mechanical and Electrical Engineering.
- 4. Architecture.
- 5. Analytical and Applied Chemistry.

The following statement shows the courses of lectures and practical instruction, the instructors, and the number of students taking the various courses :

SUBJECTS TAUGHT BY THE FACULTY OF THE SCHOOL OF SCIENCE.

Subjects.	Instructors.	Number of Students.	
		2nd Term. Session 1900-1901.	1st Term. Session 1901-1902.
Organic and inorganic chemistry } Applied chemistry..... } Assaying..... }	W. H. Ellis, M. A., M. B. Professor..... } J. W. Bain, B. A. Sc., Demonstrator..... } E. G. R. Ardagh, B. A. Sc., Fellow..... } J. A. DeCew, Grad. S. P. S., Lecture Asst. }	209	276
Mineralogy..... } Petrography..... } Metallurgy..... } Mining and ore dressing..... } German..... }	A. P. Coleman, M. A., Ph. D., Professor } G. R. Mickle, B. A., Lecturer..... } A. H. A. Robinson, B. A. Sc., Fellow..... }	170	215
Statics..... } Dynamics..... } Strength of materials..... } Theory of construction..... } Machine design..... } Compound stress..... } Hydraulics..... } Thermodynamics and theory of } the steam engine..... } French..... }	J. Galbraith, M. A., Professor..... } J. A. Duff, B. A., Lecturer..... } R. W. Angus, B. A. Sc., Lecturer..... } W. Monds, B. A. Sc., Demonstrator..... }	220	284
Drawing..... } Architecture..... } Plumbing, heating and ventila- } tion..... } Mortars and cements..... } Brick and stone masonry..... }	C. H. C. Wright, B. A. Sc., Professor.... } J. T. M. Burnside, B. A. Sc., Fellow.... } A. H. Harkness, B. A. Sc., Fellow..... } J. A. Craig, B. A. Sc., Fellow..... }	203	274
Surveying..... } Geodesy and astronomy..... } Spherical trigonometry..... } Least Squares..... } Descriptive geometry..... }	L. R. Stewart, D. T. S., Professor..... } A. T. Laing, B. A. Sc., Demonstrator..... }	200	273
Electricity..... } Magnetism..... } Dynamo-electrical machinery..... } Mechanics of machinery..... } Rigid dynamics..... }	T. R. Rosebrugh, M. A., Professor..... } W. G. Chace, Grad. S. P. S., Fellow..... }	136	185

SUBJECTS TAUGHT BY THE FACULTY OF THE UNIVERSITY OF TORONTO.

Subjects.	Instructors.	Number of Students.	
		2nd Term. Session 1900-1901.	1st Term. Session 1901-1902.
Algebra }	Alfred Baker, M. A., Professor..... }	166	227
Euclid }			
Plane trigonometry..... }			
Analytical geometry..... }			
Calculus }			
Astronomy }	E. F. Burton, B. A. Fellow..... }		
Sound..... }	James Loudon, M. A., L.L.D., Professor. }	187	178
Light, heat, electricity and magnetism..... }			
Hydrostatics..... }			
Biology..... }			
	W. J. Loudon, B. A., Demonstrator... }		
	C. A. Chant, B. A., Lecturer..... }		
	J. C. McLennan, B.A., Ph.D., Demonstrat. }		
	G. R. Anderson, M. A., Lecture Assistant. }		
	R. Ramsay Wright, M. A., B. Sc., Prof... }		

GENERAL REMARKS.

Drawing

In addition to the rooms originally devoted to drawing, which are fully occupied, it has been necessary to remove the seats from the assembly hall and convert it into a drafting room, for the use of the first year. Next year if the first year class should be of the same size as the present one 1,400 sq. ft. additional will be required. It is difficult to see how this accommodation can be provided until the removal of the Chemical laboratories and the Geological collections to the proposed new building has taken place.

Analytical and Applied Chemistry.

The crowded condition of the laboratories, which was referred to in the report of last year, is intensified by the larger number at present in attendance. The troubles due to over crowding and insufficient ventilation become more and more acutely felt each year. The promise of rapid development of the chemical industries of the country, such as acid, alkali and bleach manufacture, soap making, sugar refining, pulp making and gas manufacture, as well as the constantly increasing application of chemistry to the examination of all kinds of industrial products, including those of iron and steel and other metallurgical processes, demand a commodious and well equipped laboratory for teaching qualitative and quantitative analysis. Modern metallurgical assaying covers the whole range of analytical chemistry and demands a training in all branches of this science including gas analysis and electrolysis. The growing importance of electro-chemistry makes it imperative to include instruction in this subject in the education of an analytical chemist, works manager or metallurgist and accommodation and equipment for these purposes are among the pressing needs of the department.

Mineralogy and Mining.

As all the space available for Mineralogy and Mining in the present building is already utilized, no important improvement can be made; the only addition to the equipment since the last report is an ore sampler. Since new quarters are to be provided it has not been considered advisable to recommend any alterations in the part of the building at present occupied by this department.

Electrical Laboratory.

The dynamos and measuring instruments mentioned in last year's report have been purchased and an induction motor has been ordered to be built and delivered during the present session. On account of the great increase in the number of students, additional laboratory space is required and also the services of an additional instructor.

Steam Engine and Hydraulic Laboratories.

The equipment in steam engineering has been increased by the addition of new types of injectors for experimental purposes, a complete set of thermometers and some pressure gauges. A new damper regulator is needed. A number of kinematic models should also be procured for the purpose of illustrating lectures on mechanism. A Pelton wheel has recently been added to the equipment of the hydraulic laboratory. Additional apparatus for the purpose of investigating hydraulic resistance in small pipes is required.

Tests of Metals.

A room fitted up with vise benches, forges and a small crucible furnace for the purpose of training students in making easy and short tests of metals and alloys ought to be provided as soon as possible.

Surveying, Practical Astronomy, Etc.

The chief requirement in this department is additional equipment for instruction in the higher branches of astronomy and geodesy, to meet a tendency shown by students to turn their attention to that class of work. A zenith telescope and an astronomical transit instrument should be provided, and also some additional apparatus in connection with the 100 foot comparator. For the reception of the above instruments, and also to serve as an observatory, a small building should be erected, the cost of which would be comparatively trifling.

New Building.

The plans are now being prepared for the new building described in the annual reports for 1899 and 1900 as a necessity of the immediate future. This building will provide for the work in Analytical and Applied Chemistry, Mineralogy, Geology and Mining now carried on in the older part of the present building. Since the classes in the School are becoming larger year by year and the present lecture rooms will barely accommodate many of them, provision is being made in the old building for this purpose. Accommodation is also being provided for the work in Geology and Mineralogy of the Faculty of Arts. A museum devoted to Geology, Mineralogy, Mining and Applied Chemistry will be provided for in one of the wings. The milling laboratory will be housed in a separate building in the rear of the main one.

The rooms to be vacated in the present building will require many alterations and repairs in order to adapt them to the work in the subjects which will continue to be taught in this building.

Toronto, December, 1901.

J. GALBRAITH,
Principal.

2. ANNUAL REPORT OF THE UNIVERSITY OF TORONTO.

To His Honour, the Honourable Sir Oliver Mowat, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto :

MAY IT PLEASE YOUR HONOUR,—According to "The University Act" of 1901, it is incumbent on the President of the University "to report annually to the Lieutenant-Governor upon the progress and efficiency of the University, making such suggestions and recommendations as he may deem expedient."

This Act, the provisions of which introduced extensive changes into the constitution and administration of the University, came into force on the 15th of April, 1901. The present report should therefore, strictly speaking, refer to the period between the 15th of April and the 30th of June, the date of the expiration of the academic year, a time manifestly too short upon which to base an annual report of the scope contemplated by the Act. In order, however, to preserve the continuity of former reports in so far as the statistics are concerned, I deem it expedient to submit for the information of Your Honour the following statistical statement relating to the year extending from the 1st of July, 1900, to the 30th of June, 1901.

The following table exhibits the numbers attending the pass lectures in University subjects :

Pass.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and Geology.	Philos phy.	Logics.	Political Science.	History.
Arts—First year	119	16	.....	112	.....	.....	.....	.....	.....
“ Second year .....	.....	.....	6	.....	47	125	105	.....	86
“ Third year .....	.....	10	.....	.....	.....	.....	.....	37	36
“ Fourth year	25	.....	.....	.....	.....	17	.....	25	22
Medicine—First year .....	.....	112	115	121	.....	.....	.....	.....	.....
“ Second year .....	.....	.....	98	96	.....	.....	.....	.....	.....
School of Practical Science	173	149	.....	.....	.....	.....	.....	.....	.....
Totals	317	287	219	329	47	142	105	62	144

The following table exhibits the numbers attending the Honour lectures in University subjects :

Honour.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Physiology.	Mineralogy and Geology.	Philosophy.	Political Science.	History.	Italian.	Spanish.	Phonetics.
Arts—First year	29	66	64	21	.....	.....	.....	.....	.....	35	15	44
“ Second year	56	56	39	12	12	20	22	34	49	23	4	.....
“ Third year	14	23	10	3	.....	8	13	37	48	15	5	.....
“ Fourth year	9	5	6	7	7	4	15	15	38	10	3	.....
“ Graduates	3	.....	2	.....	.....	.....	6	.....	.....	.....	.....	.....
“ Ph. D. students .....	.....	1	1	4	2	1	4	1	.....	.....	.....	.....
Medicine—First year .....	.....	.....	.....	.....	123	.....	.....	.....	.....	.....	.....	.....
“ Second year .....	.....	.....	.....	.....	102	.....	.....	.....	.....	.....	.....	.....
Totals	111	151	122	47	246	33	60	87	135	83	27	44

The following table exhibits the numbers taking the practical work in the laboratories :

Laboratories.	Physical.	Chemical.	Biological.	Physiological.	Mineralogical.	Psychological.
Arts—First year	31	22	21	.....	.....	.....
“ Second year	22	39	12	12	20	.....
“ Third year	19	10	3	.....	8	13
“ Fourth year	5	6	7	7	4	23
“ Graduates .....	.....	2	.....	.....	.....	.....
“ Ph. D. students	1	1	4	2	1	.....
Medicine—First year .....	.....	115	121	.....	.....	.....
“ Second year .....	.....	98	96	102	.....	.....
School of Science—First year	54	.....	.....	.....	.....	.....
“ “ Second year	25	.....	.....	.....	.....	.....
“ “ Third year	28	.....	.....	.....	.....	.....
Totals	185	293	264	123	33	36

The following table exhibits the numbers of those admitted to Matriculation standing and degrees in the various faculties from June, 1900, to June, 1901 :

Law—

Matriculation.....	8
Degree of LL.B.....	6
Degree of LL.D.....	..

Medicine—

Matriculation.....	90
<i>Ad eundem statum</i> , from the College of Physicians and Surgeons.....	14
<i>Ad eundem statum</i> , from other Universities.....	10
Degree of M.B.....	50
Degree of M.D.....	4

Arts—

Matriculation.....	251
<i>Ad eundem statum</i> , from other Universities.....	11
Degree of B.A.....	113
Degree of M.A.....	19
Degree of Ph.D.....	2

Agriculture—

Degree of B.S.A.....	1
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Pedagogy—

Degree of D. Paed.....	..
Degree of B. Paed.....	2

Dentistry—

Matriculation.....	24
<i>Ad eundem statum</i> , from the R. C. D. S.....	24
Degree of D.D.S.....	27

Music—

Matriculation.....	2
Degree of Mus. Bac.....	..

Pharmacy—

Matriculation.....	1
<i>Ad eundem statum</i> , from the Ont. Coll. Pharmacy.....	56
Degree of Phm. B.....	57

Applied Science—

Matriculation.....	3
Degree of B.A.Sc.....	20

Engineering—

Matriculation.....	3
Civil Engineering.....	2
Mechanical Engineering.....	1
Mining Engineering ..	..

During the year fourteen hundred and thirty-six candidates were examined in the different faculties and departments, as follows :—

Faculty of Law.....	15
Faculty of Medicine.....	369
Faculty of Arts	886
Department of Agriculture.....	1
Department of Pedagogy.....	2
Department of Dentistry.....	79
Department of Music.....	4
Department of Pharmacy.....	57
Department of Applied Science	20
Department of Engineering.....	3
<hr/>	
Total.....	1,436

TORONTO, December 27th, 1901.

J. LOUDON,
President.

3. REPORT OF UNIVERSITY COLLEGE.

To the Honourable Sir Oliver Mowat, K.C.M.G., Lieutenant-Governor of Ontario, Visitor of University College :—

MAY IT PLEASE YOUR HONOUR,—The Council of University College beg to submit the following report upon the academic session, 1900-1901 :

The number of matriculated students in Arts is slightly less (eight less) than last year, to be attributed to the very marked movement of the student body towards the faculty of applied science.

On the other hand the total number in attendance at Arts lectures is increased by forty, due to the great increase in the number of occasional students taking the lectures of Professor Alexander, such students now number over one hundred in the four years.

In other respects the chief feature noticeable in a comparison of the figures is the falling off in the number of general course candidates in all subjects (except English) and an increase to about the same extent in the number of honour students in almost all departments. Possibly this should be regarded as an indication that the slight falling off in quantity noted above is not accompanied by any deterioration in quality but rather by the reverse.

The number of women attending University College continues to overtax the resources of the officers engaged in finding suitable accommodation for them in the boarding houses of the city. There is no doubt also that the accommodation itself is shrinking. With the growth of the city and at the same time the spread of boarding house life, the student, who is absent for nearly half the year, becomes less and less desirable as a boarder, and the houses willing to receive students become increasingly difficult to find.

Even were this not so, few of these houses are able to offer the care and attention, which the health of the women students requires, and the number of breakdowns, especially in May, attributable in great measure to the want of a good Residence increases.

The College Council beg to call the immediate attention of your Honour and your Ministers to this matter, and to remind you that the Province has hitherto done nothing for women as such in connection with University education.

The Council is of opinion that the building of a Women's Residence is at the present moment the first need of University College.

Details with regard to the staff and numbers of students will be found below.

	First year	Second year.	Third year.	Fourth year.	Totals.
Matriculated students	115	117	103	90	425
Matriculated students with dispensation.....	2	3	5	1	11
Non-Matriculated students	37	16	1	.....	54
Occasional students.....	34	17	14	38	103
Graduate students	2	5	.....	8	15
Ph.D. students.....	.....	.....	.....	.....	.....
Totals.....	190	158	123	137	608

SESSION 1900-1901.

PASS.	Greek.	Latin.	English.	German.	French.	Oriental.	Ethics.	Ancient History.
First year	23	118	100	37	51	38	.....	70
Second year... ..	28	67	65	32	44	9	.....	.....
Third year	5	14	41	7	13	1	44	.....
Fourth year	5	16	33	9	14	4	.....	.....
Totals.....	61	215	239	85	122	52	44	70

HONOUR.	Greek.	Latin.	English.	German.	French.	Oriental.	Ethics.	Ancient History.
First year.....	24	27	77	47	59	.....	.....	27
Second year.....	25	24	40	20	27	2	.....	58
Third year	8	8	33	25	24	3	13	8
Fourth year	8	6	50	20	21	3	15	6
Totals.....	65	65	200	112	131	8	28	99

All of which is respectfully submitted.

MAURICE HUTTON,
Principal.

UNIVERSITY COLLEGE,
January, 1902.

APPENDIX Q.—SUPERANNUATED TEACHERS.

(Continued from Report of 1900.)

1. † ALLOWANCES GRANTED DURING 1901.

Register No.	Name.	Age.	Post Office.	Years of service.	Allowance.
					\$ c.
1070	McCall, Wm. Cowan	60	Forestville	31	186 00
1071	Henderson, Anson Gains	48	Whitby	20½	143 50
1072	Cook, Samuel G	60	Gananoque.....	36½	250 50
1073	Bradley, Wm. Edward	60	Freeman	23	161 00
1074	Knowles, Richard Hewel	58	Hespeler	29½	207 00
1075	McMain, Chas. Simpson	59	62 Elliott St., Toronto ..	37	257 00
1076	Lusk, Charles Horace.....	65	Oakville	39½	276 50
1077	Sharman, Geo.....	60	Yorkton, N. W. T	34	236 00
1078	McDonald, Donald.....	60	Orangeville.....	26	91 00
1079	McKeown, Wm.....	61	Belleville	39½	260 50
1080	Eckardt, Tobias.....	60	Thamesford	30	198 50
1081	Amos, Wm. Thomas.....	48	Lieury	29	203 00
1082	Leith, William	61	Haliburton.....	28	168 00
1083	Blackman, Theodore	57	Dunnville	35	236 00
1084	Powell, Francis Cox.....	61	Kincardine.....	38½	268 50
1085	Godwin, William Henry.....	57	Kingston, 101 Pine St ...	38½	257 50
1086	*Wells, Eliz. C.....	62	Simcoe	38	266 00
1087	*Hobbs, Wm. B	60	Minden City, Mich., U.S.	7	49 00
1088	*Martin, Samuel	49	Bradford.....	28½	192 50
1089	*Sanderson, Robert.....	60	Grand Valley	31	217 00
1090	*Wright, Arthur Walker	46	Guelph	23	159 50
1091	*Brebner, Jno	71	Sarnia	49	343 00

2. SUMMARY FOR YEARS 1882-1901.

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		\$ c.	\$ c.	\$ c.
1882	422	51,000 00	13,501 08	3,660 10
1887	454	58,295 33	1,489 00	3,815 80
1892	456	63,750 00	1,313 50	786 86
1897	424	62,800 33	847 00	620 27
1900	418	63,871 43	1,271 75	879 52
1901	414	64,250 66	1,565 00	572 00

Four teachers withdrew their subscriptions from the fund during 1901.

† As the sum of \$4 is deducted from each Superannuated Teacher's allowance, as subscription to the fund, the payments were \$4 less in each case than given above.
* Allowance commences with 1902.

APPENDIX R.—*CERTIFICATES, ETC.*

1 INSPECTORS' CERTIFICATES ISSUED IN 1901.

Dowsley, William Clinton, B.A.	Meiklejohn, Allan James, B.A.
Hinde, Edward William, B.A.	Morgan, Joseph, B.A.
Luton, James T. M.A.	Mowat, Alexander, B.A.
McOaig, James, B.A.	Sexton, James Henry.
McDougall, Neil, B.A.	Standing, Thomas William, B.A.
McKim William Andrew, B.A.	Thompson, Peter M., B.A.
	Whyte, David, B.A.—Total—13.

2. CERTIFICATES—HIGH SCHOOL PRINCIPALS AND SPECIALISTS, 1901.

Annis, Mary, B.A., (French and German).
 Ashwell, Annie E, B.A., (Eng. and Hist., Fr. and Ger.)
 Auld, Charles, B.A., (Mathematics).
 Bruels, Ira, D., B.A., (Science).
 Bryan, Hugh Wallace, M.A., (Classics).
 Colling, George Featherston, B.A., (Mathematics)
 Clothier, James O., B.A.
 Day, Alfred Ernest, M.A., (Eng. and Hist., Fr. and Ger.)
 Denyes, James Malcolm, B.A.
 Dowsley, William Clinton, M.A., (Classics, Eng. and Hist.)
 Duff, James, M.A., (Eng. and Hist.)
 Eldon, Robert Henry, B.A., (Commercial).
 Farquharson, Robert Andrew, B.A., (Eng. and Hist., Fr. and Ger.)
 Griffin, Albert Dyke, B.A., (Mathematics).
 Hinch, Nicholas Edward, B.A., (Eng. and Hist., Fr. and Ger.)
 Johnston, Frederick James, B.A., (Science).
 Jolliffe, Richard Orlando, B.A., (Classics).
 Keillor, James, B.A.
 Keith, George Walter, B.A., (Mathematics).
 Kennedy, George E., B.A., (Science).
 Liebner, Ernest Oscar, B.A., (Science).
 Liddy, William Robert, B.A., (Science).
 Luton, James T., B.A., (Classics).
 Macmillan, Herbert Seymour, B.A., (Fr. and Ger.).
 McCready, Samuel Broadfoot, B.A., (Science).
 McKim, William Andrew, B.A., (Eng. and Hist., Fr. and Ger.)
 McNeely, Elizabeth, B.A., (Eng. and Hist.)
 Marty, Alletta Elise, M.A., (Fr. and Ger.)
 Meiklejohn, Allan James, B.A., (Eng. and Hist.)
 Nichols, Bessie Hockings, (Eng. and Hist., Fr. and Ger.)
 Pearson, Alexander, B.A.
 Reid, Marvin Ryckman, M.A., (Science).
 Robertson, Alexander Morton, M.A., (Maths., Fr. and Ger.)
 Rudlen, George William, B.A., (Mathematics).
 Standing, Thomas William, B.A., (Mathematics).
 Stubbs, Samuel James, B.A., (Eng. and Hist.)
 Taylor, Wilson, B.A., (Mathematics)
 Thompson, John Fletcher, B.A., (Classics).
 Treleaven, John Wesley, B.A., (Classics).
 Wightman, Robert, B.A., (Mathematics).
 Wilson, Thomas Matheson, B.A., (Science.)
 Waines, William Leslie, B.A.
 Whyte, David, B.A., (Science) —Total—43.

3. CERTIFICATES—HIGH SCHOOL ASSISTANTS AND SPECIALISTS, 1901.

- Balls, George Herbert, B.A.
Beaton, Kate Florence, B.A.
Bridgman, Clara Mary.
Olapp, Florence H.
Davidson, Mrs. Margaret C.
Fleming, Ethel Oatharine. B.A. (Moderns and History).
Foster, Jessie.
Graham, Peter Edwin, B.A. (French and German).
Kent, Eleanor (Commercial).
Laing, Arthur Stewart (Commercial).
Langrill, Adelaide Jane, B.A. (Moderns and History)
Lewis, Jessie Morgan (French and German).
Martin, John Stickler, B.A.
Martin, William Melville, B.A. (Classics).
Mathews, Stanley Wade, M.A. (Mathematics).
Moore, James R., M.A. (Science):
Page, Ralph Barlow, B.A. (Moderns and History).
Race, Cecil Ethelbert, B.A. (Mathematics).
Sexton, James Henry (Science).
Simpson, Robert S. (Commercial).
Taylor, Luther H. (Commercial).
Williams, Lorne Joseph.
Wilson, W. Ashbury, B.A.
- Total—23.

4. SUMMARY OF PUBLIC SCHOOL TEACHERS' CERTIFICATES, 1901.

	Male.	Female.	Total.
First Class Certificates.....	57	34	91
Second Class Certificates.....	123	480	603
Third Class, per County Model School reports..	367	778	1,145

5. LIST OF PROVINCIAL CERTIFICATES ISSUED BY THE EDUCATION DEPARTMENT, 1901.

I.—First Class

- Aberhart, William.
Amoss, Harold E.
Anderson, Frank Cecil.
Anderson, William George.
Bailey, Joseph J.
Ball, A. Winnifrede.
Barnes, Charles Herbert.
Barry, Sarah J.
Bastedo, Ellen Baxter.
Bell, Lavinia Maud.
Bleakney, Charlotte Elizabeth.
Blyth, Janet.
Bowman, Nora F. J.
Bradley, Anna Louise.
Bright, Violetta.
- Buchanan, John Alex.
Burns, Annie.
Cameron, Jennie M.
Carpenter, William G.
Clarke, Frank B.
Clarke, Nellie.
Clark, George A.
Coultes, Edgar Simkin.
Cunningham, J. Harry.
Davidson, John H.
Downey, William Henry.
Elliott, Thomas.
Ferguson, Donald J.
Galbraith, John E.
Galbraith, Thomas M.

5. LIST OF PROVINCIAL CERTIFICATES, ETC.—*Continued.**I.—First Class.—Continued.*

Gilchrist, Dugald Alex.
 Gundy, Lillie Gertrude.
 Hanahoe, Agnes Gertrude.
 Harkness, Mary Deel.
 Hedley, Robert Wesley.
 Herbert, John Wesley.
 Howell, Mildred O. R. E.
 Hannisett, James Edward.
 Hutchinson, Mary R.
 Jeckell, Adelaide V.
 Keddie, Emily Louise.
 Kerfoot, Horace Watson.
 Kilgour, James Thomas.
 Kingston, George Augustus,
 La Chance, Genevieve.
 La Chance, Gertrude.
 Lafferty, Isabella Sarah E.
 Langford, George Nelson.
 Lewis, Thomas Neelin.
 Lewis, Lafayette Levi.
 Mackenzie, Anna.
 McEwen, James.
 McIntosh, Cameron.
 McKay, Donald A.
 McKenzie, Cecil, L. T.
 McMillan, Tena.
 Marsh, Winfred E.
 Mason, Gresham William.
 Matheson, Donald.
 Merritt, Andrew A.
 Merritt, Mary Hope.

Might, Percy G.
 Miller, Sinclair Laird.
 Moffatt, William John
 Morrell, Robert.
 Murray, Jessie.
 Newcombe, Abram Cook.
 Norris, Arthur David.
 Nugent, James.
 O'Connor, Mary C.
 Painter, James Ewing.
 Parker, Hugh R.
 Pound, Minnie B.
 Ramsay Charles.
 Rea, William.
 Shaw, Robert.
 Shepherd, Martin Ward.
 Smith, Arthur.
 Smith, George N.
 Smith, Helen Nettie.
 Smith, Herbert Hamilton.
 Smiley, Charlotte E.
 Speers, Albert J.
 Stevenson, William James.
 Stickle, William Alvy.
 Tucker, Gerda M.
 Waldron, Lottie F.
 Welch, John Oswald.
 Wigg, S. Edith.
 Williams, Albert.
 Williams, Joseph L. Total—91.

II.—Second Class.(1) *London Normal School, June, 1901.*

Allan, Katie I.
 Amy, Margery.
 †*Baillie, John Ashley.
 Beveridge, Katie A.
 Blacker, Alice K.
 Bogle, Margorie.
 Botterill, Minnie.
 Buchanan, Flora M.
 Burwell, Bertha E.
 Cameron, Lucy M.
 Crowley, Nellie M.
 *Calbert, Hulda M.
 *Cummings, Jean I.
 Carrie, John.
 Dickinson, Louise.
 Dickinson, Mabel.
 Dimond, Georgina.
 Dinning, Nora E.

Duncan, Ethel L.
 Ellsworth, Nellie.
 Findlay, Jean R.
 Fuller, Agnes Ethel.
 Glazier, Mary E.
 Gunstone, Edith B.
 Hair, Eliza.
 Hamilton, Jessie A.
 Henderson, Arthur.
 Herlick, Minnie.
 Huston, Lottie.
 James, E. Carrie.
 Jickling, Hester.
 Johnston, Emily O.
 Jolly, Eliza.
 Kelly, Alethea E.
 Kelly, Mary V.
 Lamond, Fannie.

5. LIST OF PROVINCIAL CERTIFICATES, ETC.—*Continued**II.—Second Class.—Continued.**(1) London Normal School, June, 1901.—Continued.*

Lawrence, Carrie A.
 Lee, Maggie N.
 Livingston, Margaret.
 Marshall, Henry A.
 Millar, Maggie A.
 Miller, Minnie F.
 Misener, Cora.
 Mitchell, Bessie.
 Moyer, Laura
 Mugan, Frank.
 Mullree, Marie.
 Munford, C. Edward.
 McCormack, Katie.
 McCormick, Mary.
 McDiarmid, Mary H.
 McIntosh, Jean.
 McKenzie, Maggie.
 McLean, Marie.
 *Neale, William J.
 Newcombe, Agnes.
 Nixon, Bertha.
 Payne, Melvin T.

Read, Mary Emma.
 Robb, Mary E.
 Rodd, Clara.
 Rudd, Etta May.
 Ruthven, Frances.
 Rydall, Walter B.
 Ryder, William.
 Scott, Lizzie.
 Seed Mary M.
 Sharp, Bessie.
 Smith, Nellie B.
 *Stidwill, Frank.
 Strachan, Lizzie.
 Strathdee, Mary.
 *Strongman, Anita.
 Sutherland, Marion.
 Taylor, Nettie J.
 Thatcher, Teva M.
 Thomson, Lizzie E.
 Tier, Marion.
 Waugh, Emily J.
 Wiltse, Marion M. To'tal—80.

(2) Ottawa Normal School, June 1901.

Acheson, Mary.
 Adams, Edgar.
 Adams, Ethel May.
 Abister, Charles Walter.
 Alexander, Jennie.
 Anderson, John.
 Atcheson, Mary Louise.
 Bird, Maggie.
 Beal, Allena Frank.
 Blondin, Edith Amey.
 Bogan, Mary Frances.
 Buchanan, Mary Edith.
 Cameron, Adam Kirk.
 Campbell, Ella Kate.
 Carey, Evelyn Etta.
 Chambers, James Everett.
 Clazie, Mabel Grieve.
 Ooll, Sidney.
 Oones, Annie Mary.
 Cooper Louise.
 Ooughlan, Grace.
 Cowan Jennie.
 Cox, Marion.
 Crawford, Edith.
 Crysler, Jessie.
 Cunningham, Florence
 Curry, Emma J.
 Dale, Ethel Jane

Doyle, Maggie Anne.
 Edgar, George.
 Emberley, George Everton.
 Fee, Maggie Ellen.
 Ferris, Lottie.
 Foster, Bertha Matilda.
 Gaffield, John Lawson.
 Gilson, Rose Emma.
 Grant, Belle.
 Greer, Annie.
 Hagerman, Andrew Ferguson.
 Henderson, Rose Beth.
 Howes, David Edwin.
 Howes, Rueben George.
 Hume, Esther.
 Hussey, Eva,
 Hutchison, Mary.
 Ireton, Mary Elizabeth.
 Isaac, Gertrude.
 James, Beatrice.
 Johnstone, Sarah Letitia.
 Kerr, Ina.
 Lamb, Mary.
 Lancaster, Bessie Emily.
 Law, William Henry.
 Lynn, Joseph.
 Malcolm, Etta.
 Manhard, Gertrude.

5. LIST OF PROVINCIAL CERTIFICATES, ETC.—*Continued.*(2) *Ottawa Normal School June, 1901.*—Continued.

Martin, Henrietta Orlena.
 Martyn, Bertha Maude.
 Mills, Gertrude.
 Minaker, John Herbert.
 Mitchell, Minnie.
 Moore, Homer H.
 Moynihan, Mary.
 Munford, Emma Maude.
 MacDonald, Cassie.
 MacLeod, Mary Belle.
 MacTavish, Kate.
 MacBride, Mabel.
 McClelland, Samuel Ernest.
 McCreary, Maggie.
 McGillis, Jane Frances.
 McGillivray, Nellie.
 McIntosh, Arza, D.
 McKay, Edith Gertrude.
 McKechnie, Edith Helen.
 McKibbin, Lulu Kathleen.
 McKinley, Nessie Flood.
 McLaughlin, Sara Jane.
 Moonan, George Albert.
 Paterson, Ida Louise.

Pratt, Thomas Alfred.
 Render, Ida Marcella.
 Robertson, Amy.
 Robson, Mary.
 Rock, Annie Cellstine.
 Ronan, Ethel.
 Rooney, Minnie Harriet.
 Rosa, Lavina.
 Rutherford Alice.
 Shirley, Agnes.
 Smith, Euphemia Elizebeth.
 Spence, Peter McMillan.
 Stinson, Frederick Henry.
 †*St. Charles, Minnie.
 Taylor, Maggie Dobbie.
 Tolmie, Sara Anne.
 Tooley, John Alyssius.
 Warren, Annie Emeline.
 Weir, Julia McKinnon.
 Wildman, Scott Wesley.
 Williams, Thomas Edward.
 Wilson, Mary Elizabeth.
 Total—102.

(3) *Toronto Normal School, June, 1901.*

Apps, Mary Overy.
 *Argue, William.
 Armstrong, Ida F.
 Arnold, Hattie G.
 Asher, Ella Elizabeth.
 Atkinson, John S.
 Bassett, Dora S.
 Beattie, Ada Louise.
 Bedford, Clara Jane.
 Birchard, Emma.
 *Birchard, Semima.
 Bolster, May Louise.
 Bonham, Sara M.
 Box, S. Grace.
 Boyes, Barbara H.
 Brisbin, Charles N.
 Brodie, Lizzie.
 Brown, Ella Gertrude.
 Brown, E. Lillian.
 Byers, Lucy.
 *Byrch, S. Frances.
 Caldwell, Helen.
 Case, Maretta M.
 Oaslor, Annie Ida.
 Clarke, Etta.
 Clarke, William I.
 *Copplestone, Edna.

*Corley, Bertha Leila.
 Cronk, M. Allegra.
 Damude, Edgar H.
 Deane, Olive M.
 De Clair, Margaret L.
 *Derbyshire, F. Elma.
 Dickson, M. Bell.
 Dodds, Lizzie.
 Donoghue, Margaret E.
 Doyle, Ruth.
 Dunoon, Helen A.
 Elliott, Mabel M.
 Findlay, Jane.
 Foster, Maggie.
 Graham, Mary Jane.
 Green, Hilda T.
 Hall, Merton E.
 *Halligan, William Thomas.
 Harnbridge, Herbert Charles.
 Hawken, Lizzie Celina.
 Hawker, May Jeannette.
 Howard, Anna B. C.
 Hurlburt, Lucy.
 Irvine, Edith M.
 *Johnston, Llewellyn H.
 Kay, Mary Agnes.
 Kelly, Christine Agnes.

5. LIST OF PROVINCIAL CERTIFICATES, ETC.—*Continued.*(3) *Toronto Normal School, June, 1901.*—Continued.

*Kerns, Gertrude C.
 Lamont, Ella Grace.
 Lang, Ida Maud.
 Laventure, Laura.
 *Lindsay, Jean Gordon.
 Lott, Lizzie.
 Lousley, Laura R.
 Lyons, Gertrude.
 Marlin, James.
 Marritt, Celenna.
 Maxwell, John.
 May, Mabel Amanda.
 Moyse, Norman M.
 Munro, Edith M.
 MacInnes, Hannah.
 Mackenzie, Archie G.
 Mackenzie, Fannie O.
 *MacStephen, Nellie.
 McCaffrey, Libbie E.
 *McCaffrey, Mary B.
 McCammon, Esther J.
 McOordic, Frank M.
 McCormick, Daniel.
 McOrea, Anna Isabel.
 McDonnell, Michael J.
 McEachern, Margaret.
 McIntosh, Alexander J.
 †*McKenna, Clara
 McLachlan, Hattie L.
 *McLachlan, Maud.
 McLean, Lillie.
 McLeod, Gertrude.
 McMeekin, George.
 McMillan, Flora.
 McNaughton, Minnie.
 McQuaid, Thomas.
 McQueen, Eliza Head.

Nixon, Frederick.
 *Oxley, Gertrude E.
 Peart, Jacob Baxter.
 Pennington, Evea L.
 Porte, Florence M.
 Putherbough, Cassie.
 Reuter, Emma.
 Roberts, Evelyn J.
 Robinson, Leonard.
 Robson, Lillian.
 *Sitzer, Annie.
 Smith, Maggie.
 Smith, Violet.
 Staples, Addie.
 Stephenson, Ethel.
 Stewart, Ethel.
 Stewart, Rachel.
 Strain, Mabel E.
 *Stretton, Eva.
 Switzer, Mabel Clara.
 Tasker, Lena M.
 Tegart, Ella
 Thompson, Florence M.
 Thompson, Lizzie.
 Thompson, Martha.
 Tran, John Milton.
 Trueman, Loftus A.
 Waddell, Annie L.
 Weir, Elizabeth.
 Weir, Lizzie Mary.
 *Wilker, Christina M.
 Wilkins, Martha A. H.
 *Wixon, Martha Esther.
 Wood, Callista.
 Wood, M. Imogene.
 *Ziegler, Ethel.

Total— 127.

(4) *London Normal School, December, 1901.*

Alexander, Harry J.
 Alexander, Margaret.
 Anderson, Agnes.
 Augustine, Evelyn V.
 Aylesworth, Robert P.
 Baldwin, Alexander.
 Balsdon, Eva.
 Barassin, Susie.
 Beatty, Johnson.
 Beatty, William A.
 Bell, Mary.
 Bell, Thomas H.
 Benn, Delia A.
 Bentley, Lottie.

Black, A. Isabel.
 Bluett, Olaude.
 Brandon, Robert.
 Claris, Lena M.
 Clifford, Margaret.
 Copland, Annie L.
 Cunningham, Lienetta.
 Darling, Robert H.
 Deacon, Maggie M.
 Devlin, Lizzie A. B.
 Dowd, Hattie.
 Exelby, Agnes.
 Frazer, Gertrude E.
 Galbraith, Duncan G.

5. LIST OF PROVINCIAL CERTIFICATES, ETC.—*Continued.*(4) *London Normal School, Dec. 1901.—Continued.*

Geiger, Edmund.
 Gilchrist, John.
 Gillies, Hugh.
 Girard, Beatrice L.
 Goodale, Marion.
 Gordon, Lena.
 Hillis, James.
 Hunter, Mrs. Harriet I.
 Kee, Mary M.
 *Kelly, J. Wilfred.
 Little, Jennie.
 Lockhart, Nina E.
 Loney, Frances I.
 Lundy, Ada K.
 Meredith, Amelia.
 Miller, Edith J.
 Milliken, Minnie.
 Milne, E. Isabelle.
 Moreland, Agnes L.
 Morrison, Edyth.
 Morrison, James E.
 Mummery, Carrie A.
 Murphy, Maggie.
 McCoig, Lizzie.
 †*McOutcheon, Maude.
 McDougall, Alexander.
 McIntosh, Alice.
 McKay, Carrie J.
 MacKay, Hugh O.
 McKechnie, Phoebe R.
 McKinnon, Belle M.
 McLean, Eliza.

McNab, Isabel.
 McPhedran, Annie D.
 Noonan, Sarah.
 O'Meara, Ambrose P.
 Patterson, Elnora.
 Pfrimmer, Eva O.
 Redman, Edith M.
 Redman, Maggie L.
 Riddell, Clara.
 Robinson, Alberta M.
 Rogerson, John A.
 Rowe, Sarah J.
 Russell, Laney.
 Ryerse, Elva.
 Scanlan, Lizzie.
 Scott, John M.
 Scott, Marion.
 Sherk, Mabel E.
 Smale, Isima B.
 Smith, Albert E.
 Stacey, Charlotte.
 Stewart, Edna A.
 Stout, Alice.
 Stout, Willa.
 Thompson, Ella.
 Thorburn, Aggie.
 Verner, Eleanor A.
 Watters, Agnes.
 Wilson, Eliza J.
 Young, Georgina.
 Zavitz, Bertha M.

Total—91

(5) *Ottawa Normal School, December, 1901.*

Anderson, Frank Arthur.
 Anderson, Janet.
 Anderson, Lavina May.
 Armstrong, Emma Louise.
 Brown, Florence.
 Baell, Laura Irene.
 Burke, Margt. Elizth.
 Campbell, Laura Ethel.
 Campbell, Minnie.
 Cheney, Emma Ethel.
 Clarke, David Wesley.
 Clarke, Robt. Wellington.
 Clarke, William Alex.
 Clough, Viola Rebecca G.
 Cram, Lizzie.
 *Cree, Matthew.
 Crispin, Martha Maria.
 Dack, Lottie May.
 *Dowdall, Bernadette.

Eagleson, Mabel J.
 Faber, Andrew Henry.
 Fife, Ida Elizabeth.
 Godfrey, Annie Thompson.
 Grass, Lottie.
 Griffith, Margt Lake.
 Hamilton, Livingston.
 Healy, Maymie.
 Hollisten, Stella.
 Hunt, Mabel.
 James, Elizabeth Eleanor.
 Jemmett, Dulcibel.
 Johnston, Gertrude.
 Kennedy, Emily.
 Kidd, Fenella.
 Lehmann, Ada.
 Low, Grace Effie.
 Mader, Francis Enid.
 Mattice, Onas Salathiel.

5. LIST OF PROVINCIAL CERTIFICATES, ETC.—*Continued.*(5) *Ottawa Normal School, Dec. 1901—Continued.*

Maxwell, Thos. Patterson
 Mitchell, Jennie Ethel.
 Moffatt, Cath. Aletta.
 Montgomery, Florence Annie E.
 †*Muir, Jessie
 MacDonald, Laura.
 McCann, Elizabeth. Helen.
 McCulloch, William Geo.
 McGillis, Joseph
 McGuire, John Matthew H.
 McKeown, William Alfred.
 McLean, Margt. Johnston.
 McMeekin, Albert
 O'Connor, Fergus Joseph.
 O'Donnell, Elizth.
 O'Reilly, Lillian.
 Peterson, Morly B.
 Potter, Mildred Jennie.
 *Robertson, Albert Duncan
 Rodger, Libbie.

Rogers, Mary.
 Rutherford, Winetta Ethridge.
 Ryan, Katie Mary.
 Scollard, Lizzie.
 Seguin, Eugenie Marie.
 Sloane, Maria.
 Smith, Bessie.
 Smithson, Sidney J. A.
 Sproule, Margt. Maude.
 Stephens, Lottie.
 Stewart, Marjorie.
 *Story, Lodema.
 Sykes, Stella.
 Thompson, Hannah Jennie.
 Thomson, Mabel Alberta.
 Thomson, Nettie.
 Troy, Mary Cath.
 Walker, Mary Edith.
 Whitmore, Nellie.

Total—77

(6) *Toronto Normal School, December, 1901.*

Abraham, Millie Emily.
 Addy, Maude Evelyn.
 Aitken, Minnie
 Armstrong, Lottie.
 *Armstrong, James.
 Baillie, Bessie.
 Beamish, Stella Swanton.
 *Berry, Lillian Edith.
 *Bodwell, Ethel Sutherland.
 Bricker, James G.
 Brown, Frances Mary.
 Bruce, Wesley William.
 Campbell, Marguerite Eliz'ch.
 Chappell, Mabel.
 Charlton, Winifred May.
 Clark, Winifred Marietta.
 Clarke, Edna Emily B.
 Clay, Emily May
 Clayton, Edith Blanche.
 Clendenning, Ethel May.
 Close, Maud A.
 Cochrane, Mamie Florence.
 Ooveney, Florence E.
 *Cowan, Daisy Clemeatia.
 Davidson, James Austin.
 Davis, Lillian.
 *Dewey, William G.
 Douglas, Etta May.
 *Dyer, Albert Francis
 Edwards, Robt. Geo.
 Fee, Henrietta.

Fleming, Roy Franklin.
 Fraser, Maggie Amelia.
 Galloway, Jennie.
 Gordon, Annie Laura.
 Graham, Maggie.
 Grant, Gertrude.
 Grant, Jean Alfredda.
 Green, Alfred Geo.
 Griffiths, Llewella M.
 Hall, Hattie.
 *Hamilton, Lizzie Belle.
 Hardy, Geo. Burton.
 Horton, Maude Annie.
 *Houser, Laura Agnes.
 Howie, Frances Jean.
 Hubbard, Albert E.
 *Hutchinson, Annie May.
 Jackson, May Elizabeth.
 Jamieson, May.
 *Johnston, Barbara A.
 Johnston, Mary.
 Kidd, Andrew Richard.
 Lailey, Emily Maude.
 Lawrence, Annie Gertrude.
 Lenhard, Kate.
 Lindsay, Edwin Herman.
 Libster, David Strathern,
 Lundy, Frances Louise.
 Macaulay, Jessie Thorne.
 *Madill, Joseph Henry.
 Marriott, Wm. Clare Newell.

5. LIST OF PROVINCIAL CERTIFICATES, ETC.—*Continued.*(6) *Toronto Normal Schools, Dec. 1901—Continued.*

*Matthews, Nano.	*Philp, Bessie M.
Merrill, Lillian Florence.	Poole, Fanny.
Millar, Ida Valentine.	Pride, Margaret R.
Millard, Edna Louise.	Reid, Harriette.
†*Miller, Mrs. Anna Hermine.	*Richardson, Ada May.
Mitchell, Laura Irene.	*Ricketts, Harriet White.
Mitchell, Mary.	Riddall, Ethel Blanche.
Montgomery, Harriet Jane.	*Robertson, Ella May.
Morden, Una.	Robinson, Florence Pingle.
Morrow, Frances.	Rolston, Katie Estella.
Murrich, Minnie.	Root, Milton.
MacLean, Alice.	Shand, May Calder.
*MacNichol, Mary Margaret.	Smith, Katie Annie.
*McCall, Agnes.	Smith, Mabel.
*McColl, Louise Emaline.	Softley, Ethel V. A.
McFarlane, Agnes M.	Sproule, Clare.
McGill, Garfield.	Staples, Hannah.
McKay, Lottie Goff.	*Stephen, Mary.
*McLean, Rachel.	Stretton, Lilian.
McMillan, Edith.	Sturgeon, Katie.
McMillan, Isabel.	Swanson, Bella.
McPhatter, Minnie.	*Thompson, Mabel Elizabeth.
McQuade, Nellie O.	Trebilcock, Ethel Margaret.
*Nethercott, Lottie May.	*Turnbull, Isabell Grace.
*Nighswander, Gertrude.	Vollmer, Francis Joseph.
O'Hare, Maude.	Waterman, Frances.
*Orton, Wilfred Richard.	Weldon, Anna.
Packenham, Annie.	Wilson, Isabel.
Pascoe, Louie.	*Wilson, Marg't.
*Paul, Ethel Graham.	*Young, Marion Thompson.
Pepper, Mary Oora.	Total—125.
Phillips, Edith.	
Phillips, Mabel M.	

(7) *Second class certificate granted under sub-section 8 of section 4, cap. 291, R.S. O. 1897, as amended 1901.*

Barker, John

6. KINDERGARTEN CERTIFICATES, 1901.

Directors.

Allan, Maud H.	Loucks, Grace.
Anderson, Alice M.	Mansell, Florence A.
Anglin, Frances.	Mackie, Emma L.
Chamberlain, Florence.	Millichamp, Florence.
Chamberlain, Lillian.	Moore, Augusta.
Coates, Emma L.	Somerville, Mary Guthrie.
Copeland, Annie.	Whiteside, Katie.
Davids, Hilda.	Wigle Collnette V.
Dyke, Eunice H.	Wilson, Edith.
Galloway, Ruby I.	Wilson, Grace E.
Hotson, Maud.	Woods, Lexie H.
Kittredge, Belle Stuart.	Total—23.

Assistants.

Alexander, Minnie V. A.
 Bain, Agnes W.
 Bapty, Gertrude.
 *Bell, G Florence.
 Braiding, Annie M.
 Bryan, Christine.
 Bull, Alice M.
 Burritt, Gwendoline.
 Cavers, Agnes Galt.
 Cole, Olara Mildred.
 Currie, Katharine E. G.
 Darnbrough, Bessie A.
 *Donell, May.
 Drew, Annie.
 Forsyth, Lillian H.
 Freeman, Elsie.
 Green, Matilda L.
 Groff, Emilee Jean.
 Hendry, Mary D.
 Howie, Ethel B.
 Johnson, Ethel.

Knox, Ethel M.
 Kumpf, Mary.
 Leavens, Ethel M.
 Lennox, Eva M.
 Macpeak, Bessie.
 McOlean, Edythe A.
 McLeod, Helen.
 Mallaby, May.
 Meek, Gertrude Margaret.
 Nash, Isabella M.
 Neish, Laura.
 Owen, Myfanwy Prevor.
 Perry, Adelaide,
 Ross, Mary Winnifred.
 Rowand, Edith K.
 Smith, Effie H.
 Stewart, Lottie.
 Stoddard, Jenny.
 Westman, Hattie.
 Westman, Alice M.

Total—41.

7. DOMESTIC SCIENCE, 1901.

Briggs, Maud.
 Butchart, Ada M.
 Donaldson, Janet.
 Foote, Patricia M.
 Given, Helen.
 Grant, Ethel.
 Hagar, Grace E.
 Jackes, Margaret.

McIntosh, Christina G.
 Scott, Mabel.
 Shepherd, Belva.
 Smith, Agnes.
 Spier, Louie.
 Tennant, Dora E.

Total—14.

* Honors.

8. TEMPORARY AND EXTENDED CERTIFICATES ISSUED DURING 1901.

Counties, etc.	Temporary certificates authorized by the Minister of Education during the year.	Third Class certificates extended by the Minister of Education during the year.
Bruce	4	2
Dundas ..	2	.....
Elgin .....	.....	1
Essex	10	1
Frontenac	34	.....
Glengarry	8	.....
Grey.....	.....	1
Haldimand.....	1	.....
Haliburton .....	.....	2
Kent. ....	.....	1
Lambton	6	3
Lanark	4	2
Leeds	1	1
Lincoln	1	.....
Middlesex	1	1
Norfolk	4	2
Ontario .....	.....	2
Perth	1	.....
Prescott and Russell	3	.....
Prince Edward.....	.....	7
Renfrew .....	.....	1
Stormont .....	.....	1
Victoria	11	11
Welland.....	.....	1
Western Ontario R.C.S.S's	1	3
Central Ontario .....	.....	1
Eastern Ontario .....	.....	1
Districts	44	3
Totals 1901	136	48
" 1900	66	22
Increase.....	70	26

9. PROFESSIONAL EXAMINATION, 1901.

	Kindergarten Assistants.	Kindergarten Directors.	Co. Model School.	Normal Schools.	Normal College.
No. of candidates.....	148	137	1,189	605	171
No. who passed.....	38	23	1,145	502	151
No. of appeals	11	3	.....	.....	8
Appeals sustained	4	.....	.....	.....	4

APPENDIX S.

MEMBERS OF THE EDUCATIONAL COUNCIL AND BOARDS OF EXAMINERS: LISTS OF ASSOCIATE EXAMINERS AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS.

1. MEMBERS OF THE EDUCATIONAL COUNCIL 1901-1902.

Under the provisions of section 6, cap. 291, R.S.O., 1897, the following gentlemen were appointed members of the Educational Council:

G. H. Armstrong, M.A., B.Paed., Principal of Borden Street Public School, Toronto.

The Rev. N. Burwash, M.A., LL.D., Chancellor of Victoria University.

Alfred Baker, M.A., of Toronto University.

The Rev. William Olark, M.A., D.C.L., F.R.S.C., of Trinity University.

The Rev. J. H. Farmer, B.A., LL.D., of McMaster University.

Cortez Fessenden, M.A., Principal of Collegiate Institute, Peterborough.

Maurice Hutton, M.A., Principal of University College.

A. P. Knight, M.A., M.D., of Queen's University.

James Loudon, M.A., LL.D., President of the University of Toronto.

A. B. MacCallum, B.A., Ph.D., of Toronto University.

The Rev. J. R. Teefy, M.A., LL.D., Principal of St. Michael's College.

W. Tytler, B.A., Public School Inspector, Guelph.

2. BOARDS OF EXAMINERS FOR 1901.

(1) Public School Leaving or Part I. Junior Leaving Board.

W. H. Ballard, M.A., I.P.S., Hamilton,

A. Carruthers, M.A., Toronto University.

(2) High School Leaving and University Matriculation Board.

W. J. Alexander, Ph.D., Toronto University.

R. R. Bensley, B.A., Toronto University.

J. H. Cameron, M.A., Toronto University.

Pelham Edgar, Ph.D., Victoria University, Toronto.

W. L. Goodwin, D.Sc., Queen's University, Kingston.

G. W. Johnston, Ph.D., Toronto University.

A. L. Langford, M.A., Victoria University, Toronto.

F. W. Merchant, M.A., Principal Normal School, London.

J. Macgillivray, Ph.D., Queen's University, Kingston.

A. C. McKay, B.A., McMaster University, Toronto.

A. B. Nicholson, B.A., Queen's University, Kingston.

A. Odell, I.P.S., Cobourg.

W. Prendergast, B.A., Toronto.

G. M. Wrong, M.A., Toronto University.

A. H. Young, M.A., Trinity University, Toronto.

(3) Commercial Diploma Board.

J. H. Packham, B.A., Owen Sound.

E. C. Srigley, Woodstock.

(4) Commercial Specialist Board.

J. D. Conklin, Ottawa.

W. Ward, Kingston.

(5) Kindergarten Board.

Miss E. Cody, Toronto Normal School.

J. L. Hughes, I.P.S., Toronto.

Miss Jean Laidlaw, London.

Miss Jessie Stocks, Ottawa Normal School.

(6) Normal School Board.

R. H. Cowley, M.A., I.P.S., Ottawa.
 W. E. Groves, Toronto.
 A. A. Jordan, Prescott.
 D. A. Maxwell, M.A., LL.B., Ph.D., I.P.S., Windsor.
 L. E. Staples, M.A., Kingston.
 J. R. Stuart, I.P.S., Stratford.
 J. Suddaby, Berlin.

(7) Examiners in Practical Teaching at the Normal Schools.

N. W. Campbell, I.P.S. Durham.
 W. J. Oarson, I.P.S. London.
 A. B. Davidson, B.A., I.P.S. Newmarket.
 J. S. Deacon, I.P.S. Milton.
 W. Irwin, B.A., I.P.S. Stratford.
 W. Johnston, M.A., I.P.S. Athens.
 J. H. Knight, I.P.S. Lindsay.
 J. McBrien, I.P.S. Prince Albert.
 D. McDiarmid, M.D., I.P.S. Maxville.
 Rev. Thos. McKee, I.P.S. Barrie.
 R. Park, I.P.S. Chatham.
 W. J. Summerby, I.P.S. Russell.
 J. J. Tilley, I.C.M.S. Toronto.

(8) Normal College Board.

G. H. Reed, B.A., B. Paed. Markham.
 S. Silcox, B.A., B. Paed. St. Thomas.
 A. W. Burt, B.A. Brantford.
 E. Coombs, B.A., B. Paed. Newmarket.
 J. H. Brethour, B.A. Mt. Forest.
 C. J. Logan, M.A. Galt.
 J. Jeffries, B.A. Peterborough.
 A. Stevenson, B.A. Stratford.
 J. A. Houston, M.A. Smith's Falls.
 R. A. Gray, B.A. Toronto.
 W. C. Ferguson, B.A. London.
 Miss E. Balmer, B.A. Toronto.
 E. L. Hill, B.A. Guelph.
 J. A. Fife, B.A. Peterborough.

(9) Model School Board.

E. D. Parlow, M.A. Ottawa.
 Miss M. T. Scott. Toronto.
 J. F. White. Toronto.

(10) Art School Board.

W. D. Blatchley. Toronto.
 F. H. Brigden. Toronto.
 A. C. Casselman. Toronto.
 R. Gagen. Toronto.

(10) Art School Board.

Miss M. May	Toronto.
Rev. Bro. Maxentins	Toronto.
M. Matthews	Bracondale.
T. R. Roseburgh	Toronto.
W. A. Sherwood	Toronto.
F. M. Bell-Smith	Toronto.
L. R. Stewart	Toronto.
C. H. C. Wright	Toronto.

(11) Domestic Science Board.

Miss Harriet Norris	Toronto.
Miss N. C. Ross, B.A.	Toronto.

3. ASSOCIATE EXAMINERS, 1901.

*(a) Junior Leaving Part I. or Public School Leaving.**Arithmetic.*

Andrus, G.	London.
Caverhill, A. E.	St. Catharines.
Innes, A. R.	Pt. Elgin.
Keogh, L. R.	Pembroke.
Millar, J.	Toronto.
Nugent, J.	Cornwall.
Rice, J.	Aurora.
Wilson, W.	Toronto Junction.
Wright, W. G.	Hawkesbury.

English Grammar.

Attwood, A. E.	Ottawa.
Barber, A.	Brampton.
Bridgman, Clara.	Smithville.
Burchill, J., B.A.	Cobourg.
Cameron, J. H.	Brussels.
Charters, W. W., B.A.	Hamilton.
Grant, Rev. Geo., B.A.	Orillia.
Harvey, W. B.	Sydenham.
Hinde, E. W., B.A.	Toronto.
Langford, T. E., B.A.	Tottenham.
Leary, J. L.	Toronto.
McArthur, Christina.	Pt. Perry.
McDougall, J. B., B.A.	North Bay.
McIntosh, A.	Toronto.
O'Brien, Lizzie.	Alexandria.
Parlee, Edith.	Clinton.
Rose, C.	Ottawa.

English Grammar.

Shaw, J.....	Blyth.
Suddaby, J.....	Berlin.
Talbot, H. J.....	Beamsville.
Ward, E.,.....	Collingwood.
Waugh, J., D. Pæd.....	Whitby.
White, R. O.....	Gore Bay.
Young, D.....	Guelph.

History.

Boyd, S. J.....	Exeter.
Brown, J. C.....	Peterboro.
Bulmer, J. R.....	Toronto.
Burke, A.....	Brighton.
Campbell, J.....	Forest.
Davidson, Jean.....	Renfrew.
Evans, W. A.....	Lakefield.
Giles, Edith.....	Brockville.
Gray, H.....	Toronto.
Jones, E.....	Peterboro.
Kinney, R., M.D.....	Brockville.
Laven, Adelaide F.....	Welland.
Leighton, R. H.....	Weston.
Little, J.....	Drumbo.
McEwan, J. S.....	Ottawa.
Miller, G. A.....	Dresden.
Panton, Jessie.....	Oshawa.
Platt, G. D., B.A.....	Picton.
Pottinger, Sylvia.....	Sarnia.
Rundle, J. A.....	Mountain View.
Sorsoleil, M. A.....	Peterboro.
Staples, L. E., M.A.....	Kingston.
Thompson, R.....	Athens.
Ward, H.....	Toronto.
Wilkinson, W., M.A.....	Brantford.

Geography.

Campbell, J. D.....	Highgate.
Currie, A. M.....	Parry Sound.
Evans, J. J.....	Toronto.
Hamilton, W. J.....	Owen Sound.
Kidd, W. L.....	Woodbridge.
Meade, R., M.A.....	Ottawa.
McDiarmid, H. F.....	Ingersoll.
McRae, Jessie.....	Belleville.
Moir, M. Annie.....	Barrie.
Taylor, L.....	Lindsay.
Ward, W.....	Kingston.

Composition.

Aitcheson, Belle.....	Waterdown.
Barr, Lydia.....	Uxbridge.
Bryce, Walter, B.A.....	Toronto.
Chapman, W. F.....	Toronto.
Craig, J. J., B.A.....	Fergus.
Davidson, Margaret.....	Hamilton.
Edwards, O. H., M.A.....	Napanee.
Forham, J. H.....	Newmarket.
Graham, R. M.....	London.
Higginson, Maria A.....	Hawkesbury.
Kelly, M. J., B.A.....	Brantford.
Moshier, D. D., B.A.....	Sarnia.
White, J. F.....	Toronto.

*(b) Junior Leaving Part II. and Pass Matriculation.**English Grammar.*

Ackerman Effie, B.A.	Picton.
Bishop, O. P., B.A.....	Athens.
Hardy, E. A., B.A.....	Lindsay.
Keillor, J., B. A.....	Ridgetown.
Kirkwood, Florence, B.A.....	Seaforth.
McKay, D., B.A.....	Alexandria.
McManus, Emily, M.A.....	Niagara Falls South.

English Literature.

Carter, Janet, B.A.....	Elora.
Dingle, Grace, B.A.....	Meaford.
Foik, H, J.	Colborne.
Howard, E. S., B.A.....	Brampton.
McCool, J., M.A.....	London.
Morrow, J. D., B.A.....	Glencoe.
Pattee, Mrs. Ada.....	Trenton.
Skinner, Kate, B.A.....	Guelph.
Steele, A., B.A.....	Orangeville.
Thompson, Margaret J., B.A.....	Almonte.

English Composition

Cleary, Nora, B.A.....	Windsor.
Foster, Jessie	Welland.
McKim, W. A, B.A.....	Prescott.
Mowat, A, B.A.....	Brockville.
Peacock, E. R., B.A.....	Deer Park.
Ross, R., B.A.....	Pembroke.
Willson, Alice, B.A.....	Toronto.

History.

Brown, L , B.A.....	Aylmer.
Carstairs, J. S., B.A.....	Toronto.
Fife, Mary, B.A.....	Peterboro.
Foucar, W. K., B.A.....	Bradford.
McLean, Allan, B.A.....	Cornwall.
McMurchy, R. D., B.A..	Chesley.
Miller, Nannie.....	Markham.
Neelands, Florence, B.A.....	Toronto.
Robertson, W. J., B.A.....	St. Catharines.
Simpson, B. S.....	Collingwood.
Spence, Nellie, B.A.....	Toronto.
Thompson, J. F., B.A.....	Simcoe.

Arithmetic

Doidge, T. C., B.A.....	Orillia.
Knight, W. W.....	Belleville.
Morgan, J. J., B.A.....	Omeme.
Overholt, A. M., B.A.....	Woodstock.
Wooster, Thyrsa B.A.....	Toronto.

Euclid.

Boyes, R.	Campbellford.
Frost, F. H., B.A.....	Bowmanville.
Hay, A.....	Barrie.
Myer, A. N. B.A.....	Beamsville.
Rudlen, G. W., B.A.....	Arnprior.
Scovell, R. H., B.A.....	Orillia.

Algebra.

Carmichael, N. R., MA.....	Kingston.
Hogg, J. L., B.A.....	Seaforth.
McPhail, A O., B.A.....	Almonte.
Whyte, R., B.A.....	Deseronto.

Classics.

Baines, A. W., B.A.....	Warton.
Bennett, C. V., B.A.....	Barrie.
Caesar, L, B.A.....	Pt. Hope.
Dundas, A. A., B.A.....	Meaford.
Farquharson, R. A., B.A	Richmond Hill.
Fitzgerald, Eliza, B.A.....	Cornwall.
Kirkwood, W. A., B.A.....	St. Catharines.
Luton, J. T., B.A.....	Belleville.
Menge, G. J., B.A.....	Toronto.
Robinson, P. J., B.A.....	Toronto.
Stoddart, R, B.A	Listowel.
Tasker, L. H., M.A	Almonte.
Will, G E., B.A	Orangeville.

French and German.

Addison, Margaret, B.A.	Lindsay.
Allin, Elizabeth, B.A.	Glencoe.
Annis, Mary, B.A.	Markham.
Armour, Amy A.	Almonte.
Brown, H. W., B.A.	Peterboro.
Galbraith, W. J., B.A.	Brampton.
Gardiner, Ella, B.A.	Belleville.
Hendrick, A. W., B.A.	Picton.
Jones, G. M., B.A.	Hagersville.
Kirkman, Mrs. B.	Seaforth.
Libby, Minnie, B.A.	Parkhill.
Marty, Sophie E., M.A.	Stratford.
Riddell, Agnes, B.A.	Oshawa.
Tapscott, H. B., B.A.	Toronto.

Physics.

Anderson, G. R., B.A.	Toronto.
Carefoot, G. A.	Collingwood.
Carr, W. R., B.A.	Toronto.
Lee, S. O., B.A.	Orangeville.
Reid, M. R., M.A.	Napanee.
Stuart, F. A., B.A.	Lucan.
Taylor, J. A., B.A.	Dutton.
Thomson, R. B., B.A.	Prescott.
Witherill, E. R., B.A.	Williamstown.

Chemistry.

Campbell, D. A., B.A.	Ottawa.
Conn, H., B.A.	Strathroy.
Morgan, J., B.A.	Smith's Falls.
Power, J. F., B.A.	Simcoe.
Rogers, G. F., B.A.	Seaforth.
Simpson, H. O., B.A.	Toronto.
Smellie, W. K. T., B.A.	Deseronto.
Thompson, P. M., B.A.	Whitby.
Young, W. D., B.A.	Toronto.

*(c) Senior Leaving and Honor Matriculation.**English.*

Charles Henrietta, B.A.	Toronto Junction.
Field, J. M., B.A.	Goderich.
Lawler, Gertrude, B.A.	Toronto.
Morgan, J., B.A.	Walkerton.

History.

Gundy, H. W., B.A.	Toronto.
Dobbie, W. J., M.A.	Guelph.

Mathematics.

Dawson, H. J., B.A.	Kingston.
Griffin, A. D., B.A.	Woodstock.
Murray, T., B.A.	Owen Sound.
Rand, W. E., B.A.	Clinton.

Classics.

Bragg, T. G., B.A.	Bowmanville.
Jolliffe, R. O., B.A.	Owen Sound.
Mitchell, G. W., B.A.	Cobourg.
Stubbs, S. J., B.A.	Smith's Falls.
Teakles, W. B. H., B.A.	Woodstock.

French and German.

Bunnell, Effie, B.A.	Brantford.
Horning, L. E., Ph. D.	Toronto.
Marty, Aletta E., M.A.	St. Thomas.
Van Every, J. F., B.A.	Napanee.

Science.

Cohoe, B., B.A.	Toronto.
Kilmer, E. E.	Aylmer.
Scott, F. H., Ph. D.	Toronto.

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1902

Collegiate Institutes.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
Aylmer	Rutherford, Walter W.	B.A., Tor.	Math	1883	\$1,400
	Phelps, Frances G.	B.A., Tor.	Eng., Hist., Fr., Gr	1896	700
	Brown, Lyman	M.A., Tor.	Class.	1899	800
	Kilmer, Ernest E. C.		Sci.	1899	850
Barrie	Redditt, Thomas H.	B.A., Tor.	Eng., Hist., Fr., Gr	1893	1,500
	Hay, Andrew		Math	1882	1,000
	Minns, James Edward	B.A., Vic.	Math., Sci.	1893	1,000
	Moir, Mary Annie		Commercial (Interim)	1895	700
Brantford	Aubin, Alfred L.	B.A., Oxford	Class.	1901	700
	Hinch, Nicholas E.	B.A., Tor.	Eng., Hist., Fr., Ger	1901	700
	Burt, Arthur William	B.A., Tor.	Eng., Hist., Fr., Gr	1893	1,800
	Passmore, Samuel F.	M.A., Tor.	Class.	1885	1,100
	Hoag, James P.	B.A., Queen's	Eng., Hist., Math	1893	1,100
	Coates, Daniel Harsum	B.A., Tor.	Math	1893	1,100
	Bunnell, Effie Maria	B.A., Tor.	Eng., Hist., Fr., Ger	1891	1,100
	Hamilton, James Reid	B.A., Tor.	Sci.	1893	1,100
	Shultis, Adam		Commercial	1896	1,100
	Mowat, Alexander	B.A., Tor.	Eng., Hist. (Interim)	1901	1,500
	Copland, James Stuart	B.A., Tor.; M.A., McMaster	Sci.	1889	1,000
	Bryan, Hugh Wallace	M.A., Queen's	Class.	1901	1,000
Brockville....	Husband, Almeron Judson	B.A., Tor.	Fr., Ger.	1895	1,000
	McGee, Cyril Houghton	B.A., Trin.	Math	1897	1,000
	Giles, A. Edith			1890	700
	Richardson, Kate		Commercial	1898	650
Chatham	Paterson, David Smith	B.A., Tor.	Eng., Hist., Fr., Ger	1888	1,500
	Twohey, William J.	M.A., Tor.	Class.	1885	1,200
	Taylor, Wilson	B.A., Tor.	Math	1894	1,200
	Jewett, Albert E.	B.A., Queen's	Sci.	1896	1,200
Clinton	Lane, James S.	B.A., Tor.	Fr., Ger.	1898	950
	Collins, Henry			1902	900
	Mowbray, William	B.A., Tor.	Eng., Hist	1899	850
	Houston, John	M.A., Tor.	Eng., Hist., Fr., Ger	1892	1,225
Cobourg	Rand, Wilfred E.	B.A., Tor.	Math	1892	950
	McLean, Ebenezer M.		Sci.	1894	900
	Treleavan, John Wesley	B.A., Tor.	Class	1895	900
	Parlee, Edith		Commercial	1898	600
Cobourg	Mitchell, George Winter	M.A., Queen's	Class.	1891	1,425
	Arthur, Colin Clayton	M.A., Queen's	Sci.	1893	800
	Odell, John William	B.A., Tor.	Math	1895	1,000
	Jones, Laura L.	B.A., Tor.	Eng., Hist., Fr., Ger	1898	900
	Race, Cecil E.	B.A., Tor.	Commercial (Interim), Math	1900	800

Collingwood	Galt	Goderich	Guelph	Hamilton	Ingersoll	Kingston
Mills, George K.	Logan, Charles James	Field, John M.	Grant, Burton D.	Dobbie, William James	Briden, William	Ellis, William Stewart
Hammill, George	DeGuerre, Ambrose	Strang, Hugh Innis	McLellan, Kate	Thompson, Robert Allan	Gundry, Arthur P.	Bowes, Ella D.
Colling, John Knowles	Evans, William Edwin	Moore, Alvin Joshua	Thompson, William H.	Turner, John Burgess	Cameron, John Shaw	Ellis, William Stewart
Shepley, Leslie Harmon	Hamilton, Robert S.		(Interim)	Paterson, Andrew	Norman, Lambert	(Interim)
Burnham, Archibald Mowbray	Carter, Janet W.			Crawford, John Thomas	McArthur, Edith Mary	
	Logan, Charles James			Logan, William McGregor	Asman, Henry Oldrid Evison	
	DeGuerre, Ambrose			Hogarth, Eber Septimus	Overholt, Arthur Milton	
	Evans, William Edwin			MacPherson, Frederick Fotheringham	Johnston, George Lang	
	Hamilton, Robert S.			Gill, James	Morgan, Harriet Emma	
	Carter, Janet W.			Morgan, Sydney Albert	McArthur, Edith Mary	
	Strang, Hugh Innis			Davidson, Margaret Cheyne	Briden, William	
	Moore, Alvin Joshua			Asman, Henry Oldrid Evison	Gundry, Arthur P.	
	Field, John M.			Overholt, Arthur Milton	Cameron, John Shaw	
	Grant, Burton D.			Johnston, George Lang	Norman, Lambert	
	McLellan, Kate			Morgan, Harriet Emma	Bowes, Ella D.	
	Thompson, William H.			McArthur, Edith Mary	(Interim)	
	Davison, James			Davidson, Margaret Cheyne		
	Hill, Ethelbert Lincoln			Asman, Henry Oldrid Evison		
	Skinner, Kate Clara			Overholt, Arthur Milton		
	Wilson, Henry Ernest			Johnston, George Lang		
	Charlesworth, John William			Morgan, Harriet Emma		
	Dobbie, William James			Gill, James		
	Thompson, Robert Allan			Morgan, Sydney Albert		
	Turner, John Burgess			Davidson, Margaret Cheyne		
	Paterson, Andrew			Asman, Henry Oldrid Evison		
	Crawford, John Thomas			Overholt, Arthur Milton		
	Logan, William McGregor			Johnston, George Lang		
	Hogarth, Eber Septimus			Morgan, Harriet Emma		
	MacPherson, Frederick Fotheringham			Gill, James		
	Gill, James			Morgan, Sydney Albert		
	Morgan, Sydney Albert			Davidson, Margaret Cheyne		
	Davidson, Margaret Cheyne			Asman, Henry Oldrid Evison		
	Overholt, Arthur Milton			Johnston, George Lang		
	Johnston, George Lang			Morgan, Harriet Emma		
	Morgan, Harriet Emma			Gill, James		
	McArthur, Edith Mary			Morgan, Sydney Albert		
	Briden, William			Davidson, Margaret Cheyne		
	Gundry, Arthur P.			Asman, Henry Oldrid Evison		
	Cameron, John Shaw			Overholt, Arthur Milton		
	Norman, Lambert			Johnston, George Lang		
	Bowes, Ella D.			Morgan, Harriet Emma		
	Ellis, William Stewart			Gill, James		
	Sliter, Ernest Oscar			Morgan, Sydney Albert		
	Dales, John Nelson			Davidson, Margaret Cheyne		
	Lingwood, Frederick H.			Asman, Henry Oldrid Evison		
	Sills, William Ryerson			Overholt, Arthur Milton		
	Sexton, James Henry			Johnston, George Lang		
	Ward, William			Morgan, Harriet Emma		
	Duff, James			Gill, James		

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1902—Continued.

Collegiate Institutes.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
Kingston (continued)	Errett, Charles F.	B.A., McMaster	Class., Eng., Hist.	1901	\$ 800
Lindsay	Iler, A. Grace (Interim)	B.A., Tor.	Math	1902	700
	Harstone, John C.	B.A., McGill	Sci.	1886	1,400
	Stevens, William H.	B.A., Tor.	Eng., Hist., Fr., Ger	1889	1,100
	Hardy, Edwin A.	B.A., Vic.	Eng., Hist., Fr., Gr	1889	1,100
	Addison, Margaret Eleanor T.	B.A., Tor.	Class	1901	1,000
	Colling, James	B.A., Tor.	Commercial	1894	1,100
London	Taylor, Luther W.	B.A., Tor.	Eng., Hist., Fr., Ger	1900	900
	Radcliffe, Samuel John	B.A., Tor.	Class	1891	1,800
	Little, Robert A.	B.A., Tor.	Eng., Hist., Fr., Ger	1886	1,400
	Ferguson, William Chalmers	M.A., Tor.	Eng., Hist., Fr., Ger	1892	1,300
	McCool, John	B.A., Tor.	Sci.	1897	1,150
	McCready, Samuel B.	B.A., Tor.	Math	1898	1,150
	Govenlock, William M.	B.A., Tor.	Eng., Hist., Fr., Ger	1898	1,125
	Wilson, Nicholas	B.A., Tor.	Eng., Hist., Fr., Ger	1866	1,050
	Andrus, Guy A.	B.A., Queen's	Eng., Hist. (Interim)	1888	1,100
	Edwards, Clarence B.	B.A., Tor.	Class	1894	1,100
	Riddell, Frank P.	B.A., Tor.	Eng., Hist., Fr., Ger	1898	1,025
	Jones, Samuel S.	B.A., Queen's	Eng., Hist.	1892	1,000
	Horton, Charles W.	B.A., Tor.	Commercial (Interim)	1895	1,000
	Dickenson, James A.	B.A., Tor.	Math., Eng., Hist.	1895	1,025
	McCutcheon, Frederick Wm. Caswell,	B.A., Tor.	Commercial	1900	1,000
	Voaden, Arthur	B.A., Tor.	Eng., Hist.	1900	950
	Downing, John Henry	B.A., Tor.	Eng., Hist.	1886	800
	Hanson, Fannie M.	B.A., Tor.	Eng., Hist., Math	1896	800
	Kelso, Alice C.	B.A., Tor.	Eng., Hist., Math	1882	1,200
Morrisburg	Jamieson, James Smyth	B.A., Vic.	Sci.	1892	850
	Massey, Arthur Wallace	B.A., Tor.	Fr., Ger.	1898	800
	Kirkland, William Stuart	B.A., Tor.	Class	1899	750
	Albarus, Hedwig Selma	B.A., Tor.	Commercial (Interim)	1899	800
	Croskery, Robert Arthur	B.A., Tor.	Math	1900	750
	Dandy, William Percy	B.A., Tor.	Sci.	1900	1,400
	Flach, Ulysses J.	B.A., Tor.	Eng., Hist., Fr., Ger.	1900	850
Napanee	Reid, Marvin Ryckman	B.A., Tor.	Eng., Hist., Fr., Ger.	1897	900
	VanEvery, John Fair	B.A., Tor.	Class	1891	600
	Nicol, Margaret A.	B.A., Tor.	Math	1901	700
	Smith, Margaret	B.A., Tor.	Commercial	1893	1,300
	Deroche, Eleanor Elizabeth. (Interim)	B.A., Tor.	Sci.	1893	1,000
Niagara Falls	Dickson, James D.	B.A., Tor.	Eng., Hist., Fr., Ger.	1900	850
	Walker, David McKenzie	B.A., Tor.	Class	1891	600
	Whyte, David	B.A., Tor.	Math	1901	700
		B.A., Tor.	Commercial	1893	1,300
		B.A., Tor.	Sci.	1893	1,000
		B.A., Tor.	Eng., Hist., Fr., Ger.	1900	850

Ottawa.....	Fleming, Fthel Catharine.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1900
	Will, George E..... (Interim)	B.A., Tor.....	Class.....	1901
	Dobbie, Mary..... (Interim)	B.A., Tor.....	Eng., Hist.....	1900
	Macmillan, John.....	B.A., Tor.....	Class.....	1881
	Jolliffe, Orion John.....	M.A., Vic.....	Math.....	2,400
	McDougall, Alexander Hiram.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1,700
	Alexander, Luther Herbert.....	M.A., Tor.....	Eng., Hist., Fr., Ger.....	1,700
	Sykes, Wm. John.....	B.A., Vic.....	Eng., Hist., Fr., Ger.....	1,550
	Stothers, Robert.....	B.A., Queen's.....	Math.....	1,550
	Norris, Isaac Taylor.....	B.A., Queen's.....	Commercial.....	1,200
Orillia.....	Conklin, James Davidson.....	B.A., Tor.....	Sci.....	850
	Campbell, Daniel Alexander.....	B.A., Tor.....	Commercial.....	1,200
	Graham, Wm. Andrew.....	B.A., Tor.....	Sci.....	1,250
	Scott, Bessie Mabel.....	B.A., Tor.....	Sci.....	1,000
	Macmillan, Herbert Seymour.....	B.A., Tor.....	Fr., Gr.....	1,892
	Armstrong, Wm. Gilnochie.....	M.A., Tor.....	Eng., Hist., Fr., Ger., (Interim).....	900
	Dickson, John Elder.....	B.A., Tor.....	Class., Eng., Hist.....	1901
	Doidge, Thomas Clarke.....	B.A., Tor.....	Math., Commercial.....	1899
	Langrill, Adelaide Jane.....	B.A., Tor.....	Eng., His., Fr., Ger.....	1899
	Johnston, Fred James.....	M.A., Tor.....	Sci.....	800
Owen Sound.....	Scovell, Holland R.....	B.A., Tor.....	Fr., Ger. (Interim).....	1901
	Elliott, Robert Leopold..... (Interim)	B.A., Tor.....	Sci.....	600
	Jenkins, Wm. H.....	B.A., Tor.....	Sci.....	1,600
	Packham, James Henry.....	B.A., Tor.....	Math., Commercial.....	1890
	Murray, Thomas.....	B.A., Vic.....	Math.....	1884
	McKellar, Herbert S.....	B.A., Tor.....	Math.....	1,200
	Brought, Thomas Allardyce.....	B.A., Tor.....	Fr., Ger.....	1898
	Jolliffe, Richard Orlando.....	B.A., Queen's.....	Eng., Hist.....	1,100
	Hamilton, Wm. John..... (Interim)	B.A., Tor.....	Class.....	1,100
	Howard, Edwy S.....	B.A., Tor.....	Sci.....	700
Perth.....	Hardie, William.....	B.A., Vic.....	Eng., Hist.....	1,000
	Edmiston, James Alfred.....	B.A., Tor.....	Class.....	1,200
	Rosevear, Howard Stanley.....	B.A., Tor.....	Sci.....	850
	McKim, William Andrew.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1898
	Doxsee, William Morley.....	B.A., Vic.....	Math.....	1900
	Fessenden, Cortez.....	M.A., Trin.....	Math.....	900
	Fife, James A.....	B.A., Tor.....	Math., Sci.....	1890
	Jeffries, John.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1887
	Kenner, Henry R. H.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1,200
	McPherson, Angus William..... (Interim)	B.A., Tor.....	Class.....	1,200
Ridgetown.....	Fife, Mary H. A.....	B.A., Tor.....	Sci.....	800
	Little, John George.....	B.A., Tor.....	Sci.....	1899
	Reid, Robert.....	B.A., Tor.....	Math.....	650
	Marshall, John Wells..... (Interim)	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1899
	Keillor, James.....	B.A., Queen's.....	Class.....	1,300
	Liebner, Ernest Oscar.....	B.A., Queen's.....	Eng., Hist., (Interim).....	850
	Henderson, John.....	M.A., Tor.....	Sci.....	750
	Robertson, William John.....	B.A., Tor, LL.B., Vic.....	Eng., Hist., (Interim).....	700
	Giffin, James A.....	B.A., LL.B., Tor.....	Class., Eng., Hist.....	1901
	Cloney, Sarah Louisa.....	M.A., Queen's.....	Math.....	1872
St. Catharines.....	Laing, Arthur Stewart.....	B.A., Tor, LL.B., Vic.....	Sci.....	1,600
		M.A., Queen's.....	Eng., Hist., Fr., Ger.....	1,200
			Commercial.....	1,100
				900
				1896
				1898

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1902.—Continued.

Collegiate Institutes.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
St. Catharines.— <i>Con.</i>	Stevenson, William John	.....	.....	1894	\$ 700
St. Mary's	Caverhill, Arthur E	.....	.....	1892	750
	Martin, Stephen	B.A., Tor	Math	1886	1,200
	Follick, Thomas Henry	M.A., Vic	Sci	1885	900
	Clayton, Adelaide Helena R	B.A., Tor	Eng., Hist., Fr., Ger	1892	850
	Glassey, David Alex. (Interim)	B.A., Tor	Class	1894	900
St. Thomas.....	Morrison, William	B.A., Tor	Class	1901	550
	Quance, Noah	B.A., Tor	Class	1891	1,500
	Stevenson, Orlando John	M.A., Tor	Eng., Hist., Fr., Ger	1897	1,200
	Marty, Aletta Elise	M.A., Queen's	Fr., Ger	1894	1,200
	Lees, Richard	M.A., Queen's	Sci	1894	1,200
	Johnson, Robert Wilbur	.....	Commercial (Interim)	1898	850
	Anglin, Robert W.	M.A., Queen's	Math	1901	1,000
	Whitely, Lester R. (Interim)	B.A., Tor	Eng., His., Fr., Ger	1901	600
Sarnia	Simpson, Robert S	.....	Commercial	1901	600
	Grant, David M.	B.A., Tor	Class	1885	1,400
	Corbett, Louis C	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,100
	Corkhill, Edward James	B.A., Queen's	Sci	1891	1,000
	Campbell, Alexander	B.A., Tor	Math	1890	1,000
	Pottinger, Sylvia V	.....	.....	1875	750
Seaforth	Rogers, George F	B.A., Vic	Sci	1901	1,200
	Kirkwood, Florence Ethel. (Interim)	B.A., Tor	Class	1901	800
	Brown, Harry William	B.A., Tor	Eng., Hist., Fr., Ger	1901	900
	Colling, George Featherston	B.A., Tor	Math	1901	800
	Scratch, Linnie May	.....	Commercial (Interim), Sci	1901	750
Stratford.....	Mayberry, Charles Alexander	B.A., LL.B., Tor	Class	1890	1,550
	Robertson, Hugh S	B.A., Tor	Math	1900	1,100
	Lennox, Thomas H	B.A., Tor	Sci	1900	1,000
	Stevenson, Andrew	B.A., Tor	Eng., Hist	1901	1,000
	Malcolm, George	B.A., Queen's	.....	1890	950
	Jackman, David S. (Interim)	M.A., Tor	Sci	1901	800
	Marty, Sophie E	M.A., Queen's	Eng., His., Fr., Ger	1899	1,000
Strathroy	McGuirl, Thomas H	B.A., Queen's	Class, Eng., Hist	1901	700
	Wetherell, James Elgin	B.A., Tor	Math	1884	1,500
	Auld, Charles	B.A., Tor	Eng., Hist., Fr., Ger	1900	900
	Cook, Margaret	M.A., Tor	Sci	1895	850
	Conn, Henry	B.A., Tor	Commercial	1900	900
	Kent, Eleanor	.....	.....	1899	750
Toronto (Harbord st.) ..	Spotton, Henry Byron	M.A., Tor	Class, Sci	1891	2,700
	Hagarty, Edward William	B.A., Tor	Class	1891	1,700
	Balmer, Eliza May	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,700

Toronto (Jameson ave.).	Lawler, Gertrude.....	M.A., Tor.....	Eng., Hist., Fr., Ger., Math	1891	1,700
	Smyth, Thomas Henry	M.A., Tor	Sci.....	1891	1,700
	Cox, John Loane	B.A., Tor	Math.....	1892	1,700
	Eldon, Robert Henry.....	B.A., Queen's	Math., Commercial	1891	1,700
	Forfar, Charles.....	B.A., Tor	Eng., Hist., Fr., Ger	1892	1,400
	Kennedy, Lyman Aaron.....	M.A., Vic.....	.....	1892	1,400
	Strath, Robert Smith.....	B.A., Tor.....	.....	1893	1,400
	Clark, Luther J.....	B.A., Queen's .....	.....	1896	1,250
	Carstairs, John Stewart.....	B.A., Tor	Eng., Hist	1899	1,200
	Embree, Luther Edmund.....	M.A., Tor	Class., Eng., Hist., Fr., Gr	1888	2,700
Toronto (Jarvis st.).....	Smith, Gilbert Acheson.....	B.A., Tor	Sci.....	1889	1,700
	Hillock, Julia S	B.A., Tor	Fr., Ger	1900	1,450
	Birchard, Isaac J.....	M.A., Tor	Math.....	1893	1,700
	Crawford, Henry J	B.A., Tor	Class.....	1894	1,700
	Millar, James .....	.....	.....	1888	1,700
	Spence, Nellie	B.A., Tor	Class., Eng., Hist.....	1889	1,500
	Sinclair, John	B.A., Tor .....	.....	1898	1,250
	Black, James S.....	.....	Commercial	1902	1,200
	Manley, Frederick Fitzpayne.....	M.A., Tor	Math.....	1875	2,600
	Chase, George A	B.A., Tor	Eng., Hist., Fr., Ger	1889	1,600
Whitby ..	Gray, Robert A.....	B.A., Tor	Math.....	1900	1,500
	Shaw, George Edmund	B.A., Tor	Eng., Hist., Fr., Ger	1876	1,600
	Grant, Wilbur .....	.....	Math	1881	1,600
	Michell, William C.....	B.A., Tor	Class.....	1897	1,500
	Gundy, Henry Wentworth.. (Interim)	B.A., Tor	Class.....	1900	1,100
	Lehmann, Carl.....	B.A., Tor	Science (Interim)	1898	1,500
	Thomas, Janie	B.A., Tor	Eng., Hist	1882	1,200
	O'Rourke, Mary	B.A., Tor	Math	1900	1,000
	Hogarth, George Henry	B.A., Tor	Math	1899	1,100
	Thompson, Peter M	M.A., Queen's	Sci.....	1900	750
Windsor ..	Black, Harvey H.....	M.A., Queen's	Class.....	1900	700
	Walks, Robert Hilton	B.A., Tor	Eng., Hist. (Interim)	1900	750
	Umphrey, George Wallace.. (Interim)	B.A., Tor., M.A., Harvard.....	Fr., Ger	1901	700
	Cody, William Stephen	B.A., Tor	Math	1893	1,600
	Gavin, Frederick F.....	B.A., Queen's	Sci.....	1892	1,200
	Bell, Frederick Henry	B.A., Tor	Eng., Hist., Fr., Ger	1898	900
	McVicar, Archibald	B.A., Tor	Eng., Hist	1898	900
	Messmore, James Franklin	B.A., Tor	Class.....	1899	900
	Neilson, James.....	.....	Commercial	1898	900
	Cleary, Norah	B.A., Tor .....	.....	1900	700
Woodstock.....	Levan, Isaac Master	B.A., Tor	Class., Eng., Hist., Fr., Ger	1898	1,500
	Griffin, Albert Dyke	B.A., Queen's	Math	1882	1,200
	Kerr, Charles Staple	B.A., Tor ..	Eng., Hist. (Interim) Class.....	1889	1,100
	Cole, James McLarty.....	.....	Sci.....	1898	1,000
	Srigley, Edward Cooper .....	.....	Commercial	1895	850
	Ashwell, Annie Eliza.....	B.A., Tor	Eng., Hist., Fr., Ger	1901	800
	Watson, Ervin Herbert Alf. (Interim)	B.A., Tor.....	Eng., Hist., Fr., Ger	1901	600
	MacKay, Donald.....	B.A., Tor	Class	1895	1,250
	Longmore, Howard Bruce	B.A., Queen's .....	.....	1898	800
	O'Brien, Lizzie .....	.....	.....	1896	700
High Schools. Alexandria .....	.....	.....	.....	.....	.....

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1902.—Continued.

High Schools.	Names of Teachers.	Degree.	Specialists.	Date of appointment.	Salary.
Almonte	Tasker, Lawrence Hermon McPhail, Alexander C	M.A., L.L.B., Tor B.A., Queen's	Class Fr., Ger. (Interim)	1901 1899	1,050 750
Arnprior	Armour, Amy A Thompson, Margaret Jane Morrow, Archibald Elston Rudlen, George William	B.A., Queen's B.A., Tor B.A., Tor B.A., Tor	Fr., Ger. (Interim) Eng., Hist. Class. Math.	1893 1895 1898 1902	800 800 1,100 750
Arthur	Mitchell, Jessie Ann Snider, Egerton E Elder, William John Elmslie, Wallace	B.A., Tor B.A., Vic B.A., Tor B.A., Tor	Math. Class. Eng., Hist., Fr., Ger Math	1896 1899 1901 1898	600 500 950 725
Athens	Massey, Norman Levi Bishop, Charles Peter Dowsley, William Clinton Anderson, Frank Cecil	B.A., Queen's M.A., Queen's B.A., Queen's B.A., Tor	Class., Hist., Eng. Sci. Class.	1895 1899 1901 1896	725 600 1,000 650
Aurora	Mulloy, Charles W Rice, John Trenaman, Mabel Myer, Albert Nicholas	B.A., Tor M.A., Trin B.A., Trin	Eng., Hist., Fr., Ger Math Math	1895 1902 1898 1892	400 800 550 1,200
Beamsville	Ball, Kathleen Hester Milburn, Edward Fairfax Knight, William W	B.A., Trin B.A., Trin	Math Sci	1893 1892	900 900
Belleville	Clarke, Henry Jellyman McRae, Jesse Carre Luton, James T Forsyth, David	B.A., Tor B.A., Tor B.A., Tor	Class Math Class., Eng., Hist.	1889 1898 1901 1901	625 900 1,200 1,200
Berlin	Connor, James William Sheppard, Frederick William Weidenhammer, William B Gilfillan, James	B.A., Tor B.A., Queen's M.A., Tor B.A., Tor	Eng., Hist. Eng., Hist., Fr., Ger Sci Class., Eng., Hist., Fr., Ger	1888 1901 1880 1897	900 800 1,200 900
Bowmanville	Tamblyn, William Ware Frost, Francis Henry Bragg, Thomas George Foucar, Walter K	B.A., Tor B.A., Tor B.A., Tor B.A., Tor	Math Class., Fr., Ger Fr., Ger., (Interim) Eng., Hist	1896 1897 1901 1892	800 850 700 450
Bradford	McLean, Allan Brown, Duncan A Fenton, William J Galbraith, William John	B.A., Tor B.A., Trin B.A., Tor B.A., Tor	Class Fr., Ger Eng., Hist.	1900 1894 1887 1902	1,200 900 800 900
Brampton	Shields, Alexander M Warren, James M Cosens, Absalom	B.A., Tor B.A., Tor B.A., Tor	Math Sci	1897 1897 1897	800 850 850

Brighton	Newman, George E.	B.A., Queen's	Fr. Gr., (Interim)	Eng., Hist	1896	900
Caledonia	Burke, Alexander	B.A., Queen's	Math		1894	700
	Seaton, Edward T.	B.A., Tor	Class		1901	850
	Dobson, Percy Charles.	B.A., Queen's			1901	600
	Barr, Janet	B.A., Queen's			1901	500
	Hume, John P.	B.A., Queen's			1896	900
1 Campbellford	Boyes, Robert		Math		1895	800
E.	Kingston, George A.	B.A., Tor			1901	600
	Standing, Thomas W.	B.A., Tor	Math		1901	1,000
Carleton Place	Asselstine, Robert W.	B.A., Queen's			1901	600
	McDonald, Neil	M.A., Queen's	Class		1890	700
	Macdonald, John F.	B.A., Tor			1901	800
Cayuga	Skeele, James Eton	B.A., Tor			1897	950
	French, Bruce	B.A., Tor			1899	600
	Healey, Robert Wesley	B.A., Tor	Math		1901	600
Colborne	Hellamy, Wesley	B.A., Vic			1890	925
	Kemp, William	M.A., Queen's	Eng., Hist., Fr., Ger		1901	600
Cornwall	MacLean, Allan Edmund	B.A., Queen's	Fr., Ger., (Interim)		1898	1,100
	Nugent, James				1884	950
	Fitzgerald, Eliza Sophia	M.A., Queen's	Class		1899	1,000
	Birchard, Alexander Fraser				1898	700
	Crewson, Joseph W.	B.A., Vic			1902	900
Deseronto	Smellie, W. K. T.	B.A., Tor	Sci		1896	1,150
	Whyte, Robert	B.A., Tor			1896	800
	Newcombe, Abram C.	B.A., McMaster	Class		1901	600
	Meikijohn, Allan J.	B.A., Queen's	Eng., Hist		1901	1,100
Dundas	Wren, John Stuart	B.A., Tor	Math		1901	800
	Panton, Agnes Wilkie				1892	550
	Cooke, John A.	B.A., Queen's	Class		1896	900
Dunnville	Waines, William Leslie	B.A., Trin	Class., (Interim)		1899	725
	Robertson, George D.				1893	650
	Hills, Minnie	B.A., Tor	Math		1901	550
	Taylor, John Andrew	B.A., Queen's	Sci		1898	850
	McDougall, Duncan	B.A., Tor	Class		1901	600
	Matheson, John	M.A., Queen's			1901	550
	Taylor, Emma Jean	B.A., Tor			1901	400
Elora	MacMurchy, Norman	B.A., Tor	Sci		1895	1,000
	Shaw, Robert				1901	600
	Alexander, Helen Bow	B.A., Tor	Eng., Hist., Fr., Ger		1901	550
	Crassweller, Christopher L	B.A., Tor	Math		1888	1,150
Essex	Teskey, Edith A.	M.A., Tor	Class		1901	650
	Smith, Arthur	B.A., Tor	Sci		1901	600
	Perry, Peter	M.A., Trin	Class		1889	1,000
Fergus	Campbell, Archibald L.				1894	750
	Macdonald, Jessie E.	B.A., Tor			1901	450
Forest	Freston, Thomas	B.A., Tor	Sci., (Interim)		1897	875
	Tennant, Adelaide Emma.	B.A., Tor	Eng., Hist., Fr., Ger		1898	625
	McKinley, James Mathew	B.A., Tor	Class		1901	625
Fort William	Pilkey, Peter Joseph	B.A., Queen's			1901	1,000
	Mathews, Stanley Wade	M.A., Queen's	Math		1899	800
Gananoque	Graham, Robert George	B.A., Vic	Math		1894	1,100

4 LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1902.—Continued.

High Schools.	Names of Teachers.	Degree.	Specialists	Date of appointment.	Salary.
Gananoque	McPherson, Walter E.	B.A., Tor.; LL.B., Queen's	Eng., Hist., Fr., Ger	1897	\$ 850
Georgetown	Wilson, W. Ashbury	B.A., Queen's	Class	1899	600
	Coutts, Richard David	B.A., Tor	Class	1897	1,000
	Wetherald, Hubert M.			1897	700
	Watterworth, Grace M. (Interim)		Commercial	1900	500
Glencoe	Morrow, John Duncanson	B.A., Tor	Class	1898	850
	Taylor, John Gladstone	B.A., Tor	Math	1900	650
	Alin, Elizabeth A.	B.A., Tor	Fr., Gr	1899	550
	Harrison, E. Gertrude			1900	400
Gravenhurst	Muldrew, William H.	B.A., Queen's; D. Paed., Tor	Math., Sci	1894	1,000
	Powney, Helen E.	B.A., Tor	Eng., Hist., Fr., Ger	1900	500
	Harnison, Charles W.	M.A., Vic		1894	800
Grimsby	Strang, Rose Innis			1901	500
Hagersville	Jones, George M.	B.A., Tor	Eng., Hist., Fr., Gr	1900	900
	Kaiser, Jesse B.			1891	750
	Wright, Robert			1896	600
	Maclean, Godwin V.	B.A., Tor.; M.A., Harvard	Math	1901	1,000
Harriston	Munro, Peter Fraser	B.A., Queen's	Class	1901	650
	Nichols, Bessie Hockings	B.A., Tor	Eng., Hist., Fr., Gr	1900	525
Hawkesbury	Rogers, James C.	B.A., Queen's	Eng., Hist., Fr., Ger	1901	1,000
	Wright, William George			1896	700
	Higginson, Maria Adelaide			1897	600
Iroquois	Stanley, Thomas E. A.	B.A., Tor	Math	1897	1,000
	Anderson, William G. (Interim)	B.A., Tor	Class	1901	700
	Smeaton, William	B.A., Tor	Sci	1900	750
	Rose, Marion H.		Fr., Ger	1898	600
	Dillane, William	B.A., Tor		1895	1,100
Kemptville	Nelson, John	B.A., Queen's	Math	1896	800
	Moore, James R.	M.A., Queen's	Sci	1901	800
	Macdougall, Graham	B.A., Tor	Class	1901	600
Kincardine	Perry, Samuel Walter	B.A., Vic	Class	1890	1,200
	Gray, James	M.A., Tor		1890	700
	Norris, James	M.A., Queen's	Math	1894	900
	Rale, George Sidney	B.A., Tor	Eng., Hist., Fr., Gr	1901	600
	Elliott, John	B.A., Queen's	Eng., Hist., Math	1896	1,100
Leamington	Bonis, Harry	B.A., Tor	Class	1899	775
	Robertson, Alexander Morton	M.A., Queen's	Math., Fr., Ger	1900	700
	Keith, Arthur W. (Interim)	B.A., Tor	Sci	1901	550
Listowel	Phillips, William Alexander	B.A., Tor	Eng., Hist., Fr., Gr	1892	1,025
	Nichol, William Wallace	B.A., Tor	Math	1898	750
	Stoddart, Robert	B.A., Tor	Class	1898	675

Lucan	Stuart, Frederick Alfred	B.A., Tor	Sci	1897	1,000
	Tier, William	M.A., Tor	Math	1896	750
	Carter, Elsie	B.A., Tor		1900	600
	Stewart, William Henry			1899	500
Madoc	Watson, Alexander H	B.A., Tor		1889	1,100
	Ivey, Thomas J	M.A., Tor	Sci	1896	1,750
Markham	Cathro, Elizabeth D			1901	400
	Reed, George Henry	3.A., B. Pæd., Tor	Class	1890	1,000
	Merritt, Robert Norris	B.A., Tor	Math	1901	650
	Annis, Mary A	B.A., Tor	Fr., Ger. (Interim)	1895	525
	Miller, Nannie M. A		Eng, Hist	1894	475
	McKay, Donald A	B.A., Queen's	Sci	1901	475
Meaford	Cornwell, John Leslie	B.A., Tor	Math	1900	1,000
	Huff, Samuel		Sci	1891	1,750
	Dundas, Arthur A	B.A., Tor		1897	750
	Dingle, Grace Kean	B.A., Tor	Eng., Hist., Fr., Ger	1900	650
Mitchell	Elliott, William	B.A., Tor	Math	1882	1,050
	Sprott, Robert J	B.A., Tor	Eng., Hist, Fr., Ger	1902	800
	May, William F			1895	750
Mount Forest	Brethour, John Henry	B.A., Vic	Class	1891	1,100
	Pearson, Alexander	B.A., Tor	Sci. (Interim)	1895	750
	Keith, George Walter	B.A., Tor	Math	1901	700
	Clapp, Florence Hamilton			1900	325
Newburgh	Nesbit, David Ashtun	B.A., Queen's		1893	1,000
	Brown, Percy W		Sci	1898	600
	Denyes, James Malcolm	B.A., Queen's	Fr., Ger. (Interim)	1898	600
Newcastle	Davidson, Hugh	B.A., Tor		1888	850
	Grose, Caroline			1901	400
Newmarket	Coombs, Ernest	M.A., B. Pæd., Tor	Class	1899	1,000
	Hollingshead, John Edwin			1884	725
	Carefoot, George A		Sci	1901	600
Niagara	Barron, Robert Armour	B.A., Tor	Class., Eng., Hist., Fr., Ger	1900	800
	Blaine, Maude Elizabeth			1900	450
Niagara Falls South	Gibbard, Alexander H	B.A., Tor	Eng., Hist, Fr., Ger	1901	900
	Wood, Elmore E	B.A., McMaster	Math	1901	575
	Morrison, Amy M	B.A., Tor		1901	450
Norwood	Davidson, John	M.A., LL.B., Vic	Class	1882	1,100
	Graham, Peter Edwin	B.A., Queen's	Fr., Gr	1899	650
	Closs, Frank D		Sci	1901	550
Oakville	Wellwood, Nesbitt John	B.A., Tor	Math	1877	1,050
	Sheridan, William John			1902	600
Omeme	Jardine, William Wilson	B.A., Tor		1898	800
	Morgan, John James	B.A., Vic	Sci	1896	650
Orangeville	Steele, Alexander	B.A., Tor	Eng., Hist., Math	1879	1,400
	Clarke, Frederick Hall	B.A., Tor	Fr., Ger. (Interim) Eng. Hist.	1895	800
	Dunkley, Albert Wesley	M.A., Queen's	Class	1901	700
	McDonald, Wilbert L			1901	450
Oshawa	Smith, Herbert Hamilton	B.A., Tor	Sci	1901	600
	Smith, Lyman C	B.A., Vic	Class., Eng., Hist	1882	1,300
	Slemmon, Edward T	B.A., Vic	Math	1892	1,000
	Panton, Jessie R			1886	650

4—LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1902.—Continued.

High Schools.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
Oshawa.— <i>Con</i>	Graham, Louis Hartley ... (Interim)	M.A., Tor	Sci.....	1901	650
Paris	Bell, Walter N.....	B.A., Tor	Class.....	1898	1,200
	Wightman, Robert	B.A., Tor	Math	1900	700
	Rush, Myron Leslie	B.A., Tor	Sci.....	1901	700
Parkhill.....	McDougall, Neil	B.A., Tor	Sci. (Interim).....	1896	825
	Libby, Minnie Feunesty	B.A., Vic	Fr., Ger. (Interim) Eng. Hist	1895	625
	Guest, Emily J	M.A., Tor	.....	1901	500
Pembroke	Ross, Ralph	B.A., Tor	Class.....	1895	1,200
	White, Edwin Theodore	B.A., Tor	Math	1901	800
	Saunders, William John	M.A., Queen's	Sci.....	1900	700
	Millar, Margaret Garvin.....	B.A., Tor	.....	1900	600
Petrollea	Bell, John Johnstone.....	B.A., Tor	.....	1888	1,200
	Clyde, William	M.A., Queen's	Math (Interim)	1888	1,050
	Balls, George Herbert	B.A., Tor	.....	1901	700
	Donaldson, William	B.A., Tor	Math	1880	1,200
Picton	Dobson, Robert	B.A., Vic	Sci.....	1895	1,000
	Morden, Gilbert Walworth	B.A., Queen's	.....	1897	1,000
	Hendrick, Archer W	B.A., Tor	Eng., Hist., Fr., Ger	1901	750
	Reynar, Marianne Beatrice	B.A., Vic	Class.....	1899	900
	Dolan, John Henry	B.A., Queen's	.....	1895	1,200
	McCulloch, Andrew	M.A., Queen's	Eng. Hist	1899	1,000
Port Arthur.. ..	Morgan, James William	B.A., Tor	Sci.....	1899	800
Port Dover	Liddy, William R	B.A., Tor	Class.....	1899	600
	Martin, John Strickler	B.A., Vic	.....	1889	1,100
Port Elgin	Lillie, John Turner	B.A., Vic	.....	1892	750
	Innis, Alexander R	B.A., Tor	Class	1901	500
	Wilson, Nathan Lamont	B.A., Queen's	Math	1888	1,200
Port Hope	Kirkconnell, Thomas A.....	B.A., Tor	Class.....	1900	900
	Caesar, Lawson	B.A., Tor	Eng., Hist., Fr., Ger	1897	800
	Weir, Annie	B.A., Tor	Sci.....	1900	850
	Emery, John W	B.A., Vic	Class, Math	1896	600
Port Perry	Moir, Catharine Elizabeth .....	.....	.....	1871	1,300
	McBride, Dugald .....	.....	.....	1883	850
	Stone, George .....	.....	.....	1895	600
	MacArthur, Christina M .....	.....	Commercial	1901	500
Port Rowan	Johnstone, Lily	B.A., Vic	Sci.....	1896	850
	Pugsley, Edmund .....	.....	Fr., Ger	1899	400
	Lewis, Jessie Morgan	B.A., Tor	Math	1896	1,080
Prescott.....	Rose, Robert Charles	B.A., Queen's	Eng., Hist., Fr., Ger	1900	550
	McPherson, Hattie Georgina (Interim)	.....	.....	.....	.....

Rat Portage	Kerfoot, Horace W. (Interim)	B.A., Queen's	.....	1901	550
Renfrew	Roberts, Thomas Henry (Interim)	B.A., Tor	.....	1902	1,000
	Poole, Franklin C. (Interim)	.....	.....	1902	800
	McDowell, Charles (Interim)	B.A., Queen's	Math	1879	1,100
	Dolan, George (Interim)	B.A., Queen's	Class, Eng., Hist.	1901	1,700
	Ewing, William Campbell. (Interim)	M.A., Queen's	Sci.	1896	725
	Davidson, Jean (Interim)	.....	.....	1899	500
Richmond Hill	Moore, Elizabeth Greenwood (Interim)	B.A., Tor	Eng. Hist., Fr., Ger	1900	425
	Farquharson, Robert Andrew (Interim)	B.A., Queen's	Eng., Hist., Fr., Ger	1899	900
	Glass, William Arthur (Interim)	B.A., Tor	.....	1901	600
Simcoe	Christie, James Douglas	B.A., Tor	Eng. Hist., Fr., Ger	1889	1,300
	Power, John Francis	M.A., Queen's	Sci.	1897	900
	Galbraith, Robert	B.A., Queen's	Math	1899	850
	Thompson, John Fletcher	B.A., Tor	Class	1899	750
Smith's Falls	Houston, John Arthur	M.A., Trin	Math.	1887	1,200
	Stubbs, Samuel J.	B.A., Tor	Eng., Hist., Class	1897	800
	Morgan, Joseph	B.A., Queen's	Sci., (Interim)	1900	700
	Pitcher, Winona Jessie (Interim)	B.A., McGill	.....	1901	500
	Tremeer, James	B.A., Vic	Class	1898	950
Smithville	Bridgman, Clara M.	.....	.....	1899	400
	Williams, Albert (Interim)	B.A., Vic	.....	1902	415
Stirling	Kennedy, George E.	M.A., Tor	Sci.	1893	900
	Rutherford, Walter R.	B.A., Tor	Class, Eng., Hist., Fr., Gr	1899	750
Streetsville	Cameron, Aldis W.	.....	Eng., Hist	1898	800
	Forbes, William B. (Interim)	.....	Sci.	1901	650
Sydenham	Breuls, Ira D.	B.A., Queen's	Sci.	1900	1,000
	Harvey, William Blakely	.....	.....	1889	800
	Henstridge, Elizabeth (Interim)	M.A. Queen's	Eng., Hist., Fr., Gr	1901	450
Thorold	Bald, William Francis	B.A., LL.B., Tor	Class	1898	1,000
	Smith, Margaret T. Hübner	.....	.....	1898	600
	Kennedy, Thomas (Interim)	M.A., Queen's	Math	1900	600
Tilsonburg	Ross, Alexander H. D.	M.A., Queen's	Sci., Math	1896	1,000
	McLennan, Alexander L. (Interim)	B.A., Queen's	.....	1900	700
	Wyatt, Malcolm (Interim)	.....	.....	1902	550
Toronto	Colbeck, Franklin Charles	B.A., Vic	Class, Eng., Hist	1894	1,500
	Gourlay, Richard	B.A., Tor	Class, Math	1893	1,100
	Charles, Henrietta	B.A., Tor	Eng., Hist., Fr., Ger	1900	1,050
	Chrysler, Minton A.	B.A., Tor	Sci.	1895	1,050
	Page, Ralph Barlow	M.A., Tor	Eng., Hist., Fr., Ger	1898	700
Trenton	Ingall, Elmer Ellsworth	B.A., Tor	.....	1895	1,025
	Longman, Edwin	.....	Math	1892	750
	Pattee, Ada	.....	Eng., Hist	1889	725
Uxbridge	Park, Henry George	B.A., B.Paed., Tor	Class	1888	1,000
	Sifton, Joseph Wright (Interim)	B.A., Tor	Math	1900	700
	Barr, Lydia A.	.....	.....	1891	500
	Buchanan, John Alex. (Interim)	.....	.....	1901	500
Vankleek Hill	Jamieson, Thomas	B.A., Vic	Math	1889	1,000
	Clothier, James O.	B.A., Queen's	Fr., Ger. (Interim)	1895	700
	Wilson, Thomas M.	B.A., Tor	Sci.	1901	700
	McLean, Walter Inglis (Interim)	B.A., Tor	Class	1900	600
Vienna	Bigg, Edmund M.	M.A., Tor	Sci.	1901	750

4.—LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1902—*Concluded.*

High Schools.	Names of teacher.	Degree.	Specialists.	Date of appointment.	Salary.
Vienna.— <i>Con.</i>	Morrison, E. Selkirk.....(Interim)	B.A., Queen's.....	Eng., Hist.....	1902	\$ 450
Walkerton	Morgan, Joseph	M.A., Tor	Class.....	1881	1,200
	Witton, James Gayford.....	B.A., Tor.....	Math.....	1896	1,000
	Day, Alfred Ernest	M.A., Queen's	Eng., Hist., Fr., Ger	1901	800
	Cheswright, Richard C .....	.....	Sci.....	1900	800
Wardsville	Elliot, Thomas E.....	B.A., Tor	Eng., Hist., Fr., Ger	1901	800
	Smith, Mabel A.....(Interim)	B.A., Tor.....	.....	1901	450
Waterdown	Freeman, John Alexander	B.A., Tor.....	Class.....	1893	950
	Gunn, Daniel Wesley	B.A., McMaster	Math.....	1901	600
	Aitchison, Belle .....	.....	.....	1897	400
Waterford	Mills, John Hudson	M.A., Queen's	Class.....	1899	1,000
	Saunders, William R.....(Interim)	B.A., Queen's .....	.....	1900	600
	Gould, Etlet W	B.A., Tor.....	Math.....	1900	500
Watford	Potter, Charles	B.A., Tor.....	.....	1892	1,000
	Race, Wilfrid Ballentine.....	.....	.....	1893	750
	Williams, Lorne Joseph .....	.....	.....	1898	600
	Bambridge, Celia.....(Interim)	.....	.....	1900	425
Welland	McCuig, Herbert M	B.A., Queen's .....	.....	1891	1,100
	McNiece, James	B.A., Tor.....	Sci.....	1896	800
	Foster, Jessie.....(Interim)	.....	Fr., Ger. (Interim)	1899	500
	Buchner, Claribel .....	.....	.....	1901	500
Weston	Forbes, John W	B.A., Tor.....	Math.....	1901	800
	Hawkins, Maud Mary	B.A., Tor.....	Fr., Ger	1901	400
	Tennant, Isabella Leatham.....(Interim)	B.A., Tor.....	Eng., Hist., Fr., Ger	1901	400
Wiarton	Snell, Joseph A	M.A., Queen's	Math.....	1895	1,050
	Baines, Archibald W	B.A., Trin .....	.....	1895	700
	Jermyn, Percy Thomas .. (Interim)	B.A., Tor.....	.....	1901	600
Williamstown	MacDonald, James	M.A., Queen's	Class.....	1898	1,100
	Witheril, Ebenezer Rufus.....	B.A., Queen's .....	.....	1895	800
	Millar, Frederick Gourlay ..(Interim)	B.A., Tor.....	.....	1900	600

RECAPITULATION.

Number of Schools. Sex of Teachers,		Number of Teachers.		Salaries.		Universities, etc., of Teachers.		
		<i>Collegiate Institutes.</i>		<i>Collegiate Institutes.</i>		<i>Collegiate Institutes and High Schools.</i>		
Collegiate Institutes		Principals	38	Highest salary	\$2,700	Toronto		300
High Schools.....		Assistants.....	234	Average " Principals.....	1,572	Victoria		37
				Average " Assistants.....	1,003	Queen's		101
						Trinity		12
						McGill		2
						McMaster.....		6
						British		2
						American		3
						Interim Certs		108
						Specialists		350
						Interim Specialists		92
						D. Paed.....		2
						B. Paed.....		3
						Graduates		456
						Non-Graduates.....		123

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